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ABSTRACT

The primary intent of the field tested unit is to develop self-awareness, career awareness, and economic awareness for students in the third grade. Lesson topics are: interdependency between the child, the family, and the community for needs that are economic; interdependency between occupations within a community; ways in which members of a group may affect each other's behavior; and services that social organizations provide for the members of a community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The 12 lessons take a total of 19 hours and call for large and small group work. Each lesson is presented under the headings of: concept, performance objective, lesson time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures, a summary of the unit, supplemental activities, assessment procedures and tools, and various related worksheets. An instructional strategy guide (covering discussion, questioning, role-playing, self-directed activities, and storytelling) and a seven-item bibliography are appended. (EP)

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WE NEED ONE ANOTHER

THIRD GRADE

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

WE NEED ONE ANOTHER

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

<u>The following are suggestions made by the field test teachers</u>:

One teacher suggested combining Lessons 2, 3, 4, and Lessons 8 and 9.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt had been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

RESOURCES

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed direcly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson. However, exceptions to this procedure are as noted below.

Lesson 9 - Assessment item is administered during the lesson.

Lesson 10 - Assessment item is administered during the lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

Instructional Strategy Guides

The unit contains several types of instructional strategies: role playing, discussion, questioning, guest speaker, storytelling, and self-directed activities. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The primary intent of this unit is to develop self-awareness, career awareness, and economic awareness. Interdependency between individuals and groups is a theme underlying the entire unit.

Major topics included in this unit are: interdependency between the child (like the learner), the family, and the community for needs which are economic; interdependency between occupations within a community; ways in which members of a group may affect each other's behavior; and services that social organizations provide for the members of a community. In the final lesson, the learners are able to incorporate all that has been learned in the previous lessons through participation in a group project.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personal not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

Third grade

SUBJECT AREA

Social studies, language arts

DURATION

Nineteen hours

GROUPING

Large and small

Preparing To Teach This Unit

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Read the strategies in the appendix as suggested under Instructor Preparation Tasks in several of the lessons.

Read the *Unit Resource Profile* and obtain those resources not provided within the unit.

After Lesson 4 has been accomplished, the bulletin board prepared and used during Lessons 2, 3, and 4 may be removed.

There should be a lapse of two or three days between Lesson 9 and Lesson 10.

In Lesson 10, the activity described in the first part of the introduction could take place outside the classroom setting, therefore preparation before the class meets inside the classroom for discussion should be accomplished prior to the experimental situation. In other words, all but five of the learners will need to be "coached" before the experimental situation.

Lesson 11 calls for a guest speaker from a community social organization.

Lesson 12 should be spread over a two to four week period, depending upon the projects undertaken by the learners.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	65 min.	Learner identifies needs and wants which can be satisfied by goods or services.	Questioning Discussion Game Art
2	55 min.	Learner states way that he depends upon his family to satisfy some of his needs and wants (which can be satisfied through goods and services).	Discussion Questioning Art
3	60 min.	Learner identifies needs and wants of the family which he can satisfy through goods and services.	Questioning Art Discussion
4	65 min.	Learner identifies families' needs and wants which can be satisfied by goods and/or services provided by the community.	Questioning Discussion
5	75 min.	Learner matches occupational titles or tasks with facilities or services which are maintained by the community.	Questioning Discussion Art

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
6	60 min.	Learner identifies occupations which depend upon each other to satisfy their needs and wants. Learner identifies ways in which occupations are interdependent and the reasons for this interdependency.	Questioning Discussion
7	70 min	Learner states the results of the absence of an occupation to individuals within the community.	Storytelling Questioning Discussion
8	55 min.	Learner identifies groups in which he was, is, or would like to be a member.	Questioning Discussion
9	75 min.	Learner describes how an individual's behavior or attitude can influence the other members within a group.	Questioning Discussion Simulation (or experiment)
10	75 min.	Learner becomes aware that a group's behavior can influence the behavior or attitude of an individual within the group	Questioning Discussion Simulation (or experimental situation)

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
11	55 min.	Learner identifies community services rendered by a social organization. Learner states ways in which the community relies upon the services rendered by a social organization.	Questioning Discussion Guest speaker
12	435 min.	Learner names goods or services needed within his school community. Learners satisfy a need for a good or service within their school community through a group project.	Discussion Questioning Simulation (group project)

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Information sheet: *Instruction for Preparing Mix and Match* *Pattern for Squares* *Pattern for Joker* *Discussion Strategy* (Appendix) Assessment item	White construction paper Three large pieces of tagboard Pencils, crayons, paints, or chalk Felt pen
2	Assessment item: 1. *Needs and Wants That a Family Provides* 2. *Product Assessment Form*	Crayons, pencils Felt pen Bulletin board
3	Information sheet: *Sample Bulletin Board Display* Assessment item: *Instructor Interview Form*	Picture squares of goods and services from Lesson 1 3" x 11 1/2" strips of white construction paper Crayons, pencils, or paints Felt pen Tagboard strips for bulletin board display 8 1/2" x 11" (or smaller piece) of white construction paper and/or lined paper *Product Assessment Form* from Lesson 2

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
4	Worksheet: *Interdependency Between the Family and the Community* Information sheet: *Sample Bulletin Board Display* Assessment item: *Product Assessment Form*	Felt pen Crayons or pencils Tagboard strips for bulletin board display
5	Assessment item	One copy of an old magazine for each learner Felt pen Scissors Paper punch Pliers or wire cutters 8 1/2" x 11" piece of construction paper for each learner White paste or glue One yard of string or yarn for each learner One coat hanger for every five learners Tagboard strips (4" x 14")
6	*Map Outline* Assessment item: *Instructor Interview Form*	Butcher paper Felt pen Thumbtack or straight pins Scissors Yarn Overhead projector

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
7	Story: *The Story of Pinetree* Worksheet: *Pinetree Occupations* Assessment item: *Instructor Interview Form*	Plain Tagboard Strips (4" x 14") Outlined tagboard strips (4" x 14") 20 strips of paper (4" x 14") Felt pen Tacks Bulletin boards erected in Lessons 6 and 7 Bulletin board
8	Assessment item: *Instructor Interview Form*	Blocks Nail file Erasers Nail polish Boxes Hammer Crayons Wood Shoes Lipstick Belts Sponge Ribbons Mirror Table or display area
9	Assessment item: *Instructor Interview Form*	Learner (actor/actress) Tape recorder (optional)
10	Assessment item: *Instructor Interview Form* Assessment item: *Situation*	Tape recorder (optional) Candy or cookies
11	Information Sheet: *Guest Speaker* *Guest Speaker Strategy* (Appendix) Assessment item: *Instructor Interview Form*	Guest speaker

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
12	Worksheet: *Learner Question Sheet* Transparency master: *Sample Learner Question Sheet* *Self-Directed Activities Strategy* (Appendix) Assessment item: *Product Assessment Form*	

INSTRUCTIONAL SEQUENCE

NEEDS AND WANTS WHICH CAN BE SATISFIED BY GOODS AND SERVICES

Lesson One

Concepts

People need and depend on one another.

Some needs and wants can be satisfied by goods or services.

Performance Objective

Given a list of needs and wants, the learner will identify those needs and wants which can be satisfied by goods and services.

Lesson Time

65 minutes

New Vocabulary

Depend - trust or rely on someone or something

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheet: *Instructions for Preparing Mix and Match*	White construction paper
Pattern for Squares	Three large pieces of tagboard
Pattern for Joker	One piece of cardboard
Discussion Strategy (Appendix)	Pencils, crayons, paints, or chalk
Assessment item	Felt pen

Instructor Preparation Tasks

Duplicate and cut out the following items for each learner as described:

1. *Pattern for Squares* - two for each learner drawing a "good or service;" one for each learner drawing an "other" need - (affective, noneconomic needs)
2. *Pattern for Joker* - one for each learner drawing an "other" need

Duplicate a copy of the assessment item for each learner.

Read the information sheet *Instructions for Preparing Mix and Match*.

Prepare the Mix and Match game using tagboard, cardboard, and a felt pen according to the sample furnished on the information sheet.

Read the *Discussion Strategy*.

Acquire pencils, crayons, paints, or chalk for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Ask the learners to name people who they come in contact with every day. List their responses on the chalkboard.

Possible responses:

1. *Parents*
2. *Teachers*
3. *Friends*
4. *Sisters*
5. *Brothers*

Inform the learners in this unit they will be talking about the people they have mentioned, the things they do for others, and how they all depend on each other for different things they need, want, and use every day.

Explain to the learners that the word *depend* means to rely on or trust something or someone.

Tell the learners that in these first few lessons they will be learning about how people depend (rely) on each other for their needs and wants. They will identify people's needs and wants. The people they will concentrate on will be (1) learners like themselves, (2) families like their families, and (3) communities like their community.

Explain that often they take many things for granted such as the water from the drinking fountain, the school building, etc. Relate to them how many people do not have these things that we take for granted. Remind the learners that the only reason they have all these things is because someone provided for them; therefore, they should realize how much they do depend on other people.

To help the learners understand dependency, ask them to close their eyes while you read them a story and pretend they are the person in this story. Tell them that while you are reading, you want them to be thinking of the things they would do so that after you finish reading, they'll have time to discuss their ideas.

> In the country of Moonglar, all people (men, women, girls, and boys) who want to be in the army must prove they are smart enough to join. To prove this they must move alone to a part of the country where no one else lives. Only natural things are found there, like trees, grass, wild animals, lakes, rivers, and so on. There are no stores, cars, buildings, radios, televisions, telephones, pencils, knives, guns, etc.
>
> You have decided that you want to be in the army. You realize that you must live in this part of the country by yourself for a month without help from anyone else. You also know that when you are taken to this part of the country, you cannot take anything with you except the clothes and shoes you are wearing.
>
> This morning you were brought to this part of the country. It has been several hours since the people who brought you have left. You have been alone for what seems to be a long time. Soon it will be night. It is getting colder by the minute.
>
> You are thinking about how you are going to live for the next month.
>
> *What things will you need? What will you have to do to get these things? What do you do to get the things you need at home? Where do they come from? Who gets them for you?*

Ask the learners to think about these questions for the next few minutes, and then there will be a discussion.

Conduct a class discussion on the learners' thoughts and ideas from the story situation. Below are suggested questions and possible answers. Write these questions on the chalkboard.

What will you do to make it through the night?

Desired responses:

1. *I will find a sheltered place to sleep.*
2. *I will try to find something dry to cover up with like pine needles or straw.*

What will you eat?

Desired responses:

1. *I will try to find nuts and berries.*
2. *I will devise methods to catch fish and small wild animals.*

How will you start a fire?

Desired response:

I will rub two sticks together.

How will you cook your food?

Desired response:

I will cook on a stick over a fire.

How will you protect yourself from wild animals?

Desired responses:

1. *I will climb trees.*
2. *I will go into caves.*

What will you do if you get sick?

Desired response:

I will take care of myself the best I can.

Ask the same questions again but have the learners answer them from their present-day situation. After asking the previous questions and receiving the learners' responses, ask the following questions:

Does someone else do these things for you now? Who?

Desired response:

Yes, my mother (or another member of the household)

What things does your mother use and need to cook your meals?

Desired responses:

1. *Pots*
2. *Pans*
3. *Silverware*
4. *Stove*
5. *Oven*
6. *Electricity*
7. *Gas*

Where does your mother get these things which she uses and needs?

Desired responses:

1. *Stores*
2. *Power companies*

Which people does she depend on in obtaining these items?

1. *Clerks*
2. *Machinists*
3. *Electricians*
4. *Stock boys*
5. *Grocer*
6. *Farmer*
7. *Produce man*

After following this line of questioning, ask the learners if they can name a big difference between life on Moonglar and their lives today.

Desired response:

We depend on a lot of other people for the things we need and use.

Compliment the learners on their responses and explain again briefly the underlying theme of the entire unit, dependency between people.

TASKS

Ask the learners to name some of their needs and wants and their families' needs and wants.

Desired responses:

1.	*Love*	9.	*Warmth*
2.	*Hunger*	10.	*Communication*
3.	*Transportation*	11.	*Understanding*
4.	*Friendship*	12.	*Thirst*
5.	*Cleanliness*	13.	*Education*
6.	*Shelter*	14.	*Medical care*
7.	*Recreation*	15.	*Acceptance*
8.	*Entertainment*		

If the learners do not come up with all the ones listed above, add them to the list. Inform the learners that several of the needs and wants belong in both categories, since sometimes the need for recreation, entertainment, and communication can be satisfied with or without the use of a good or service.

Write the words "Needs and Wants," "Goods and Services," and "Other" on the chalkboard. Then ask the learners which of the needs previously suggested could be listed under the two categories.

Explain that all of the needs and wants which cannot be satisfied or acquired by money should be listed under the "Other" category. All of the others are considered either a good or a service and should be listed under that category.

Explain the meaning of goods and services.

Goods - all items (products) which can be bought such as food items, clothes, automobiles, etc.

Services - help, benefit, assistance provided to you for payment, with no product involved, such as repairing your television, cutting your hair, collecting your trash, and washing your car.

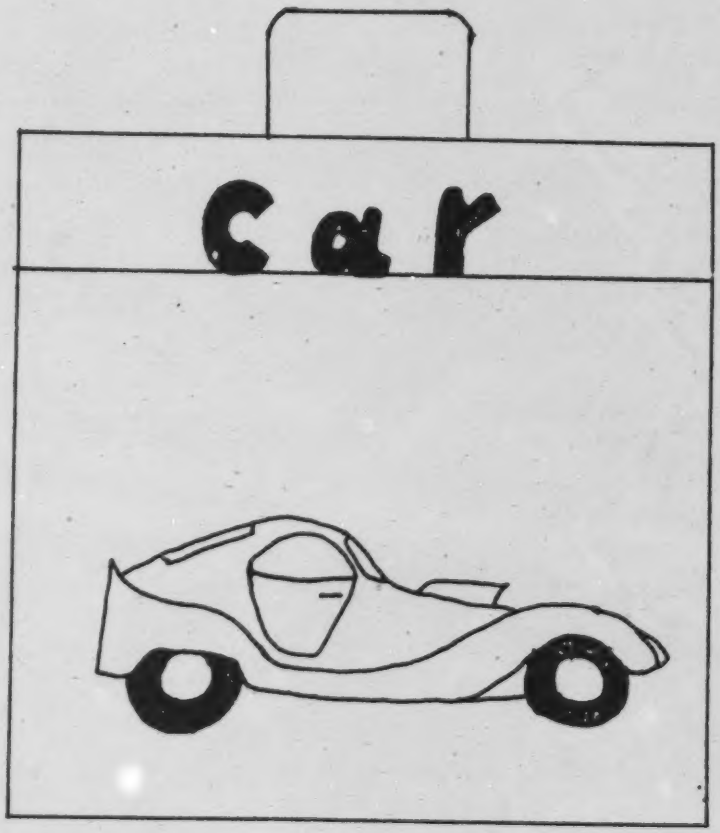
Example for listing needs and wants:

NEEDS AND WANTS SATISFIED BY GOODS AND SERVICES		NEEDS AND WANTS NOT SATISFIED BY GOODS AND SERVICES OTHER
Hunger	Warmth	Acceptance
Transportation	Communication	Love
Cleanliness	Thirst	Friendship
Shelter	Education	Entertainment
Recreation	Medical care	Communication
Entertainment		Understanding
		Recreation
		Pride

Tell the learners that they are going to help make a game similar to the Concentration Game which is on television. In order to play the game each learner will need to supply two of the game cards. Divide the class into two groups.

Group One - Distribute two blank squares to each learner. Ask each learner to choose one of the goods or services or another area not mentioned and draw a picture to illustrate his/her choice. The same picture should be drawn on both of the squares. Above each picture write the word for the item which meets the need you illustrated.

Sample:



Group Two - Distribute one blank square and one joker square. Draw a picture of a need or want suggested in the "Other" column (on chalkboard) or another which the learner can think of which is NOT a goods and service item on the blank square. Above the picture write the word which describes the need that your picture illustrates. Color the square which has the picture of the joker illustrated.

Sample:

Ask the learners to assemble other art materials which they will use in drawing and coloring their picture (pencil, crayons, paints, chalk) and begin.

Tell the learners that the pictures they make will be used later in the game Mix and Match.

After the learners have finished their pictures, explain how the game of Mix and Match is played.

There are four players at one time. One player pulls the cards which are called by the contestants; one player is the host who calls on the players; the other two players are the contestants who call out numbers and try to match the pictures. Explain that the winner is the contestant who earns the most points.

When a contestant has called out two numbers, and the cards behind those two numbers match, then the player who pulls the cards gives them to that contestant, and the contestant receives one point. The host should also keep track of the score on paper. If a contestant calls out two numbers and the pictures do not match, then the cards are returned to their same pockets.

If a contestant does match two cards, then he/she not only receives those cards and a point, but he/she gets another turn. He/she will continue to receive turns until his/her guesses are incorrect. At this time it becomes the other contestant's turn.

If one card a player uncovers is a need or want which can be satisfied by a good or service, then it can only be matched with another card exactly like it. However, if a contestant uncovers a picture of a need or want which is not one of these, the only card which can match it is a joker. Likewise, if a joker is uncovered, the only thing which can match it is a need or want which cannot be satisfied by a good or service. A contestant who uncovers and matches a need or want of this kind with a joker not only receives the cards, but gets minus two points for this match.

Towards the end of the game the players must match the remaining cards. The winner is determined by the total number of points earned. The contestant with the highest number is the winner.

Collect the pictures which the learners have drawn. Randomly insert the pairs into the pockets on the Mix and Match game board. Choose four learners to play the game in front of the rest of the class. Since there are only twenty pockets, only nine pairs and two jokers can be inserted in the pockets for each game.

Inform the learners that there are certain standards they must follow so that the game can be played in a fair manner.

1. They should remain in their seats so they can act as the audience.
2. They should not prompt or give the clues to the contestants.

Explain to the learners that each of them will have an opportunity to play the game. You may wish to run several games at the same time.

After the learners have played one game, place the Mix and Match game and the pictures in a part of the room which is accessible to all learners. Tell the learners that for the remainder of the day they will be allowed to participate in the game (four learners at a time).

SUMMARY

Tell the learners that today they have learned what this new unit is about. Ask them if they can tell you in their own words the name of the unit and what it is about.

Desired response:

It is called "We Need One Another." People need each other for the things they use every day.

Remind the learners that they also learned about certain kinds of needs or wants which people have. Ask them if they remember what these needs or wants are.

Desired response:

Needs and wants which can be satisfied by goods and services.

Also tell the learners that they will be talking about these needs and wants as they relate to themseleves, their families, and their community.

Inform the learners that in the next lesson they will talk mainly about the personal needs and wants which their family takes care of.

SUPPLEMENTAL ACTIVITY

Play "Simon Says" outdoors where the learners will pantomime the action described by Simon if it represents a need or want which can be satisfied by a good or service. If it does not represent a need or want which can be satisfied by a good or service, it should not be pantomimed.

Example:

Simon says, "I need a drink of water." Since this is a need which can be satisfied by a good or service, the learners should pantomime the action of drinking water.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item is used to assess achievement of the objective.

DIRECTIONS

The teacher reads: Circle the letters in front of those needs that can be satisfied by goods or services. (Pause after each to allow the learners time to respond.)

a. Love
b. Hunger
c. Warmth
d. Transportation

KEY:

b, c, d

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

Circle the letters in front of those needs that can be satisfied by goods or services.

a. Love

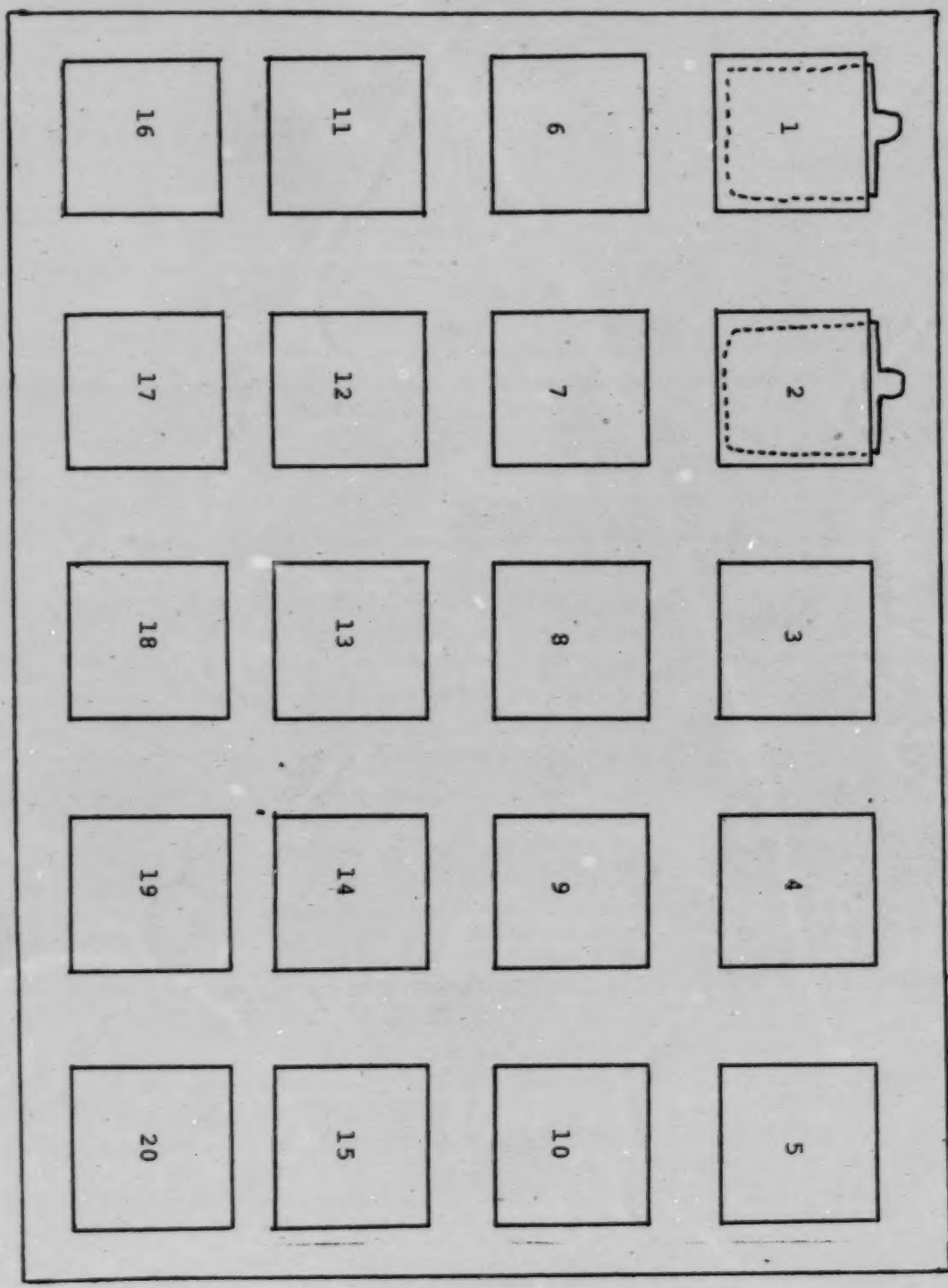
b. Hunger

c. Warmth

d. Transportation

INSTRUCTIONS FOR PREPARING MIX AND MATCH

Make a reinforced tagboard chart as shown in this diagram. The pockets could also be made of tagboard, and they should be large enough to accommodate 4" x 4" pieces of construction paper. Number the pockets as shown. Leave room above each pocket for the learners to grab the tab at the top of the square.



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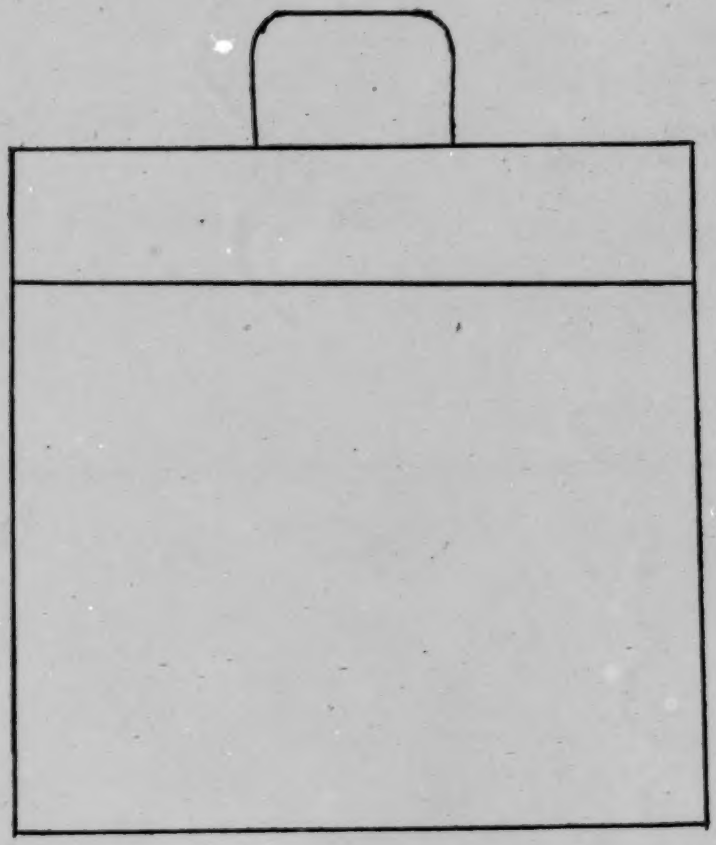
PATTERN FOR SQUARES



PATTERN FOR JOKER

THE NEEDS AND WANTS OF A THIRD GRADER WHICH CAN BE SATISFIED BY THE FAMILY

LESSON TWO

CONCEPT

The learner depends upon his/her family to satisfy some of his/her needs and wants (those needs and wants which the family can satisfy through goods and services).

PERFORMANCE OBJECTIVE

The learner will list his/her (or any third grader's) needs and wants which can be satisfied through goods and services provided by or through a family.

LESSON TIME

55 minutes

PREREQUISITE KNOWLEDGE

Understanding of the terms:

1. Needs
2. Wants
3. Goods
4. Services

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item: 1. *Needs and Wants That a Family Provides* 2. *Product Assessment Form*	Crayons, pencils Felt pen Bulletin board

Instructor Preparation Tasks

Duplicate a copy of the assessment item *Needs and Wants That a Family Provides* for each learner.

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Acquire pencils or crayons for the learners.

Instructional Procedures

INTRODUCTION

As a means of review, direct the learners' attention to the bulletin board which displays the 4" x 4" cards that the learners made in the previous lesson. Explain that these are all the needs and wants which they discussed last time.

Explain to the learner's that in today's lesson wants and needs will be discussed as they relate to the learners themselves. The discussion will mainly concern their own wants and needs which are satisfied by goods or services provided by their families. They will either write down these needs and wants or draw pictures of them.

Explain to the learners that what they discussed in the first lesson is especially true in this lesson. They depend on many people for the things they use and need though they do not realize it and often take it for granted.

TASKS

Tell the learners that the wants and needs displayed on the bulletin board could apply to almost anyone or any group. Explain that you want to focus upon their own wants and needs today, and in order to do this, they will have to tell you what those wants and needs are.

Write responses of the learners on the chalkboard.

Before the learners respond, explain that they do not necessarily have to give their own personal wants and needs. They may give those of any person they might know in the third grade. This makes allowance for learners who might be embarrassed to relate some of their own personal wants and needs.

Desired responses:

1. *Clothes*
2. *Food*
3. *Furniture*
4. *Sports equipment*

Now ask the learners to tell you which of their wants and needs listed on the chalkboard are satisfied by the family, or the person with whom they are living. In other words, the family either helps produce or distribute this good or service for or to them. As they respond, circle the corresponding need and want on the chalkboard.

Desired responses:

1. *Clothes*
2. *Food*
3. *Furniture*
4. *Sports equipment*

Most words on the chalkboard should be circled. Point out to the learners the degree of their dependency upon their families or upon the person(s) with whom they are living. To further emphasize this point, ask the learners to look at the wants and needs which are circled on the chalkboard and decide which of them the learners could satisfy for themselves.

Desired response: None

Most of the needs and wants on the chalkboard cannot be satisfied directly by the learners but can be satisfied indirectly through the family by earning money, receiving an allowance, or getting a job.

When the discussion has ended, distribute to each learner the assessment item *My Needs and Wants That My Family Provides.* Tell them that they may either write or draw their wants and needs which are satisfied by the family. Tell the learners to identify as many of these wants and needs as they can. Direct the learners to obtain pencils or crayons which they will need to complete the worksheet.

Record the learners' responses on the *Product Assessment Form.* As the learners are completing the worksheet, circulate to offer assistance in spelling, sketching, etc.

SUMMARY

When the learners have finished, collect the work (save these papers as they are used to assess the achievement of the objective). Thumb through the papers and relate to the class some of the wants and needs given by individual learners. Ask the learners to tell you the following:

What kinds of needs and wants are these?

Desired response:

Needs and wants which can be satisfied through goods and services

Whose needs and wants are these?

Desired responses:

1. *Third graders' needs and wants*
2. *My needs and wants*

By whom are these needs and wants satisfied?

Desired responses:

1. *Families*
2. *My family*

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Compliment the learners on their responses and make a restatement of their answers if necessary. Inform the learners that in the next lesson they will be discussing the wants and needs of a family which are satisfied by third graders. Tell them to try to be conscious in the next day or so of the goods and services which they either make for or give to their families. If they do this, they will be able to contribute more to the discussion. Remind them to be conscious of the goods or services which any third grader makes or distributes to any family.

ASSESSMENT PROCEDURES

DESCRIPTION

The learners will illustrate a need or want that can be satisfied by the family. The instructor will record information about the illustration on the *Product Assessment Form* provided.

DIRECTIONS

The instructor will review the learners' drawings and record the following information:

1. Was the need or want identified?
2. Can this be met by the family?

KEY

Instructor's satisfaction.

Name_____

Date_____

Lesson 2

ASSESSMENT ITEM

NEEDS AND WANTS THAT A FAMILY PROVIDES

PRODUCT ASSESSMENT FORM

Learner's Name	Need/Want Identified	Met by Family?	
		Yes	No
Example	Food	✓	
Example	Roads		✓

NEEDS AND WANTS OF THE FAMILY WHICH ARE SATISFIED BY THE THIRD GRADER

LESSON THREE

CONCEPT

The learner names needs and wants of the family which he/she can satisfy by goods or services.

PERFORMANCE OBJECTIVE

The learner will name the needs and wants of a family which can be satisfied by goods or services provided by him/her (or any third grader).

LESSON TIME

60 minutes

NEW VOCABULARY

Interdependent - having need for help or support between two or more

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information Sheet: *Sample Bulletin Board Display* Assessment item: *Instructor Interview Form*	Picture squares of goods and services from Lesson 1. 3" x 11 1/2" strips of white construction paper Crayons, pencils, or paints Felt pen Tagboard strips for bulletin board display 8 1/2" x 11" (or smaller piece) of white construction paper and/or lined paper *Product Assessment Form* from Lesson 2

INSTRUCTOR PREPARATION TASKS

Letter tagboard strips as shown on the information sheet *Sample Bulletin Board Display*.

Post the picture squares of goods and services used in the *Mix and Match Game* in Lesson 1.

Using the *Product Assessment Form* from Lesson 2, prepare word cards for the bulletin board and place under the heading "Needs and Wants a Family Supplies."

Acquire pencils, crayons, or paints for each learner.

Print word cards from the learners' responses onto the construction paper strips. Put these cards on the bulletin board under the heading "Family Needs A Third Grader Supplies."

Duplicate the *Instructor Interview Form* for the instructor's use.

Instructional Procedures

INTRODUCTION

Direct the learners' attention to the bulletin board. Point to the half which represents those needs and wants which the learners identified in the preceeding lesson. Ask them what or who these needs represent.

Desired response:

Our needs and wants or my needs and wants which are satisfied by a family or my family.

Explain that they do depend on their families for many of their needs and wants, but that their families or other families depend upon them for many of their needs and wants. Tell them they may not realize how much families do depend upon them, but after today's discussion and art work for the bulletin board they probably will.

Explain to the learners that the word *interdependent* means having need for help or support between two or more groups. Tell the learners that they are important to their families and to other families.

TASKS

Ask the learners if they noticed any services or goods which they provided for their family or other families in the last day or so. As learners respond, record their answers on the chalkboard.

Possible responses:

1. *I emptied the garbage.*
2. *I washed the car.*
3. *I took care of my baby brother.*
4. *My cousin who is in third grade waters his neighbor's lawn when they go on vacation.*
5. *My next door neighbor who is in third grade pulls weeds in my grandmother's garden.*
6. *I help Mr. Jones milk his cows.*
7. *I picked some oranges from our trees and took them to the Smith family.*

After you feel that a sufficient number of responses have been given, tell the learners that now you would like them to choose one of the items mentioned and either write a short story about one of them (including small illustrations if they wish) or draw a picture of a third grader doing one of them. Explain that their work will be used on the second half of the bulletin board entitled "The Family's Needs and Wants which are Satisfied by Third Graders."

Pass out lined paper and/or white drawing paper. Direct the learners to obtain art material which they will need such as crayons, paints, and pencils.

Go through the list on the chalkboard, and ask the learners to choose one good or service. Try to cover all services and goods listed.

Emphasize to the learners that although they are drawing or writing about goods or services they provide for their family or for other families, what they are really doing is showing what family needs and wants they as third graders can satisfy.

The instructor should use the *Instructor Interview Form* provided. Ask all the learners to name a good or service a third grader can provide for his/her family. After each learner has responded, the instructor should take a sampling of the responses and print each sample on a word card.

SUMMARY

After the learners have finished their stories or pictures, give them the opportunity to share their pictures or stories with the class before handing them in.

Allow time for the learners to share their work. Give the learners the word cards you made from the *Instructor Interview Form* and have them put the cards on the bulletin board.

Ask the learners what they have realized about themselves and other third graders from today's lesson.

Desired response:

Our families depend upon us for several of their needs and wants.

Ask the learners if they can name some of those family wants and needs quickly again.

Possible responses:

1. *Fmptying the garbage*
2. *Cleaning the house*
3. *Delivering the newspaper*
4. *Mowing the lawn*
5. *Taking care of their baby brother*
6. *Washing the dishes*

Tell the learners that you know that families depend upon them a lot for these needs and wants which they help satisfy.

Explain that in the next lesson they will be discussing how they expect the community to do things for them, and how the people in the community expect the children to do certain things. Urge them to look and watch for ways that this interdependency takes place (between third graders like themselves and a community like theirs or another community with which they are familiar).

In other words they will talk about the ways in which third graders and communities need help or support from each other.

Assessment Procedures

DESCRIPTION

An *Instructor Interview Form* is provided to record the learners' achievement of the objectives.

DIRECTIONS

Using the *Instructor Interview Form* provided, record the learners' response to the following question:

> Name a good or service a third grader can provide for his/her family.

KEY

Instructor's satisfaction

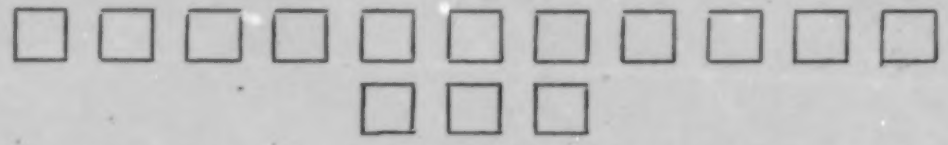
INSTRUCTOR INTERVIEW FORM

Learner Name	Goods/Services A 3rd Grader Provides for the Family	P.O. Met Yes	No
Example	Feed pets	✓	

SAMPLE BULLETIN BOARD DISPLAY

NEEDS AND WANTS WHICH ARE SATISFIED BY
GOODS AND SERVICES

(Selection of pictures from Lesson 1)



Needs A Family Supplies	Family Needs A Third Grader Supplies
Food	Emptied Garbage
Roads	Washed Car
	Yard Care
	Feeds Pets

THE FAMILY AND THE COMMUNITY ARE INTERDEPENDENT FOR THEIR NEEDS AND WANTS

LESSON FOUR

CONCEPTS

The family has needs and wants which can be satisfied by goods and/or services provided by the community.

The community has needs and wants which can be satisfied by goods and/or services provided by the family.

PERFORMANCE OBJECTIVES

The learner will list the needs and wants of a family which can be satisfied by the goods and services provided by a community.

The learner will list the needs and wants of a community which can be satisfied by the goods and services provided by a family.

LESSON TIME

65 minutes

NEW VOCABULARY

Community - a group of people living together in a town; the organizations and business which provide goods and services to these people

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Interdependency Between the Family and the Community*	Felt pen
Information sheet: *Sample Bulletin Board Display*	Crayons or pencils
Assessment item: *Product Assessment Form*	Tagboard strips for bulletin board display

Instructor Preparation Tasks

Letter tagboard strips and add to the bulletin board as shown on the information sheet *Sample Bulletin Board Display*.

Duplicate a copy of the worksheet *Interdependency Between the Family and the Community* for each learner.

Acquire crayons or pencils for each learner.

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Instructional Procedures

SESSION I

INTRODUCTION

Explain to the learners that during the past few lessons they have been discussing the interdependency of two groups. Those two groups help satisfy one another's needs and wants. Ask the learners:

What are these two groups?

Desired responses:

1. *Interdependency between me and my family*
2. *Interdependency between a third grader and a family or families*

Confirm the learners' responses and tell them that today they will again be talking about interdependency for needs and wants but that today it will be interdependency between families such as their own and their community. Explain that after talking about a few of their own personal experiences on this subject you will give them the chance to display in their own illustrations (pictures) what they know or what they have learned about this interdependency.

Explain to the learners that the community provides many things for the people. It provides a city government that makes the laws, and a police and fire force to protect the people and their belongings. Parks, schools, and roads are provided by the community.

Ask the learners to name those goods or services which they want or need that are provided by the community (or that any third grader might want or need). Explain that the word *community* means the group of people living together in a town and being furnished goods or services by the organizations and businesses in the town.

Possible responses:

1. *School*
2. *Park*
3. *Bicycle paths*
4. *Stores*
5. *Furniture*
6. *Swimming pool*

As learners are responding, write their answers on one piece of tagboard. Label the responses as "Ways in Which Third Graders Depend Upon the Community for Their Wants and Needs."

Explain that since the community provides these things it is up to the people of the community to use them properly and keep them pleasant and clean for all to enjoy.

Now ask the learners to name ways in which their community depends upon them (or any third graders) to provide goods or services which the community needs or wants. As learners respond, again record their responses on tagboard, under the heading "Ways in Which the Community Depends Upon Third Graders for Its Wants and Needs."

Possible responses:

1. *To keep parks clean*
2. *To buy items from the stores*
3. *To perform certain services to the members of the community, such as the sick, elderly, and the needy*
4. *To participate in community projects, like belonging to community teams for sports, clean-up drives*

Tell the learners that they have named several ways in which they depend on the community and the community depends upon them.

Now tell the learners that this is the last lesson in which interdependence for needs and wants will be discussed. Refer the learners to the chalkboard, where these titles have been written:

Third Grader

Family

Community

Ask the learners to tell you about the interdependencies discussed so far.

Possible responses:

1. *We depend on our families.*
2. *We depend on the community.*

Ask the learners which two titles on the chalkboard will be discussed today.

Desires responses:

1. *The family*
2. *The community*

As the learners respond with the correct answers, circle the words family and community on the chalkboard.

TASKS

Remind the learners that "family" in this lesson can mean any family and "community" can mean any community.

Ask the learners to name some of the needs or wants of the family. As the learners respond, write the needs or wants on the chalkboard.

Possible responses:

1. *Car*
2. *Food*
3. *Clothing*
4. *House*
5. *Roads*
6. *Electricity*
7. *Gas*
8. *Water*
9. *Friends*
10. *Love*

Now ask the learners to identify those items listed on the chalkboard which can be satisfied by goods or services that the community provides.

Explain that goods that are obtained outside the home and services offered outside the home are goods or services that are satisfied by the community and the people in it.

Possible responses:

1. *Car*
2. *Food*
3. *Clothes*
4. *House*
5. *Roads*
6. *Electricity*
7. *Gas*
8. *Water*

As the learners respond, place a check mark next to those wants and needs listed on the chalkboard that they identify. Label this section of the chalkboard "Needs and Wants of the Family Which Can be Satisfied by the Goods and Services Provided by the Community."

Now ask the learners to name the wants and needs of the community.

Desired responses:

1. *Workers (to help maintain community roads)*
2. *Electricity*
3. *Water*
4. *People to buy the goods and services offered by the community*
5. *Fire protection*
6. *Police protection*
7. *Money*

Label this section of responses "Needs and Wants of the Community Which Can be Satisfied by the Goods and Services Provided by the Family."

Now ask the learners to identify those items under this section which could be satisfied by the family.

As the learners respond, place check marks next to those wants and needs that they identify.

Possible responses:

1. *The family provides workers that are needed in the community.*
2. *The family spends money in the community, thus buying goods and services and keeping businesses open.*

After the learners have orally identified the interdependencies between family and community for their needs and wants, direct their attention to the chalkboard and review those wants and needs of each section that have a check mark beside them. After doing this, erase the check marks.

Distribute the worksheet *Interdependency Between the Family and the Community*. Instruct the learners to draw or write in one box the family needs which are satisfied by the goods or services within the community. In the second box they are to draw or write the needs of the community which are satisfied by the families.

SUMMARY

Ask the learners to share their responses from their worksheets. Ask several learners to put their worksheets on the bulletin board under the caption "Interdependence Between Family and Community." These worksheets will also be used to assess the achievement of the objective.

To summarize this goal and Lessons 1-5, remind the learners that they first learned to identify those needs and wants which can be satisfied by goods and services, and then they discussed how the family, third graders, and the community all depend upon one another for these wants and needs.

Ask the learners to review with you the needs and wants from each heading on the bulletin board.

Tell the learners that in the next group of lessons they will learn about some of the occupations found in a community and how these occupations depend upon each other to satisfy the needs and wants of the community.

ASSESSMENT PROCEDURES

DESCRIPTION

The worksheet *Interdependency Between the Family and the Community* used during the lesson will be used to assess the learners' achievement of the objective.

DIRECTIONS

Using the *Product Assessment Form* provided, review each worksheet and record the learners' pictorial responses under the appropriate heading.

KEY

Instructor's satisfaction

Date_____

Lesson 4

ASSESSMENT ITEM

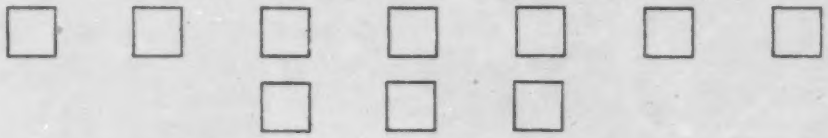
PRODUCT ASSESSMENT FORM

Name	Family Need Satisfied by Community	Community Need Satisfied by Family	P.O. Met Yes	P.O. Met No
Example	Electricity	Workers	✓	

SAMPLE BULLETIN BOARD DISPLAY

NEEDS AND WANTS WHICH ARE SATISFIED BY
GOODS AND SERVICES

(Selection of pictures from Lesson 1)



Needs A Family Supplies

Food

Roads

Family Needs a Third Grader Supplies

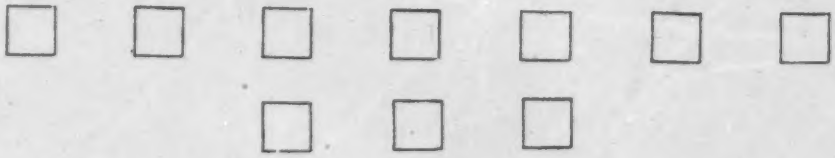
Emptied Garbage

Washed Car

Yard Care

Feeds Pets

Interdependency Between Family (Students) and Community



INTERDEPENDENCY BETWEEN THE FAMILY AND THE COMMUNITY

Name_____

Date_____

Lesson 4

OCCUPATIONS RELATED TO FACILITIES OR SERVICES MAINTAINED BY THE COMMUNITY

LESSON FIVE

CONCEPT

The learner will match occupational titles or tasks with facilities or services which are maintained by the community.

PERFORMANCE OBJECTIVE

Given a list of facilities or services which are maintained by the community and a list of occupational titles and/or task descriptions, the learner will match each facility or service with the occupational title or task to which it is most closely related.

LESSON TIME

75 minutes

NEW VOCABULARY

Occupation - work a person does

Facility - place in which a good is produced or a service is performed

Prerequisite Knowledge

Understanding of the following terms:

1. Dependency
2. Interdependency

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	One copy of an old magazine for each learner
	Felt pen
	Scissors
	Paper punch
	Pliers or wire cutters
	8 1/2" x 11" piece of construction paper for each learner
	White paste or glue
	One yard of string or yarn for each learner
	One coat hanger for every five learners
	Tagboard strips (4" x 14")

Instructor Preparation Tasks

Acquire tagboard strips. Write the names of occupations on one side of the strip. On the other side of the strip, write a brief description of the tasks that are required of this occupation. The following are some suggested examples:

1. Cook - prepares food
2. Custodian - cleans and repairs buildings inside and out when needed

3. Meter Maid - checks parking meters, writes fines, collects money for parking meters
4. Police Officer - keeps peace and safety in the community. Writes traffic tickets and prevents other unlawful acts, etc.

Assemble enough magazines to distribute one to each learner.

Obtain construction paper, scissors, white paste or glue, paper punch, wire cutters or pliers, and yarn or string.

Cut yarn or string into one yard lengths and assemble one for each learner.

Bend coat hangers into a circular shape. Tie three pieces of string or yarn onto the coat hanger so it can be hung for display.

Duplicate one copy of the assessment item per learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Remind the learners that in the previous lessons the interdependency for needs and wants between the third grader, the family, and the community was discussed. Tell them that the needs and wants discussed were only those which could be satisfied by goods or services.

Ask the learners to name some of those needs and wants which were discussed.

Possible responses:

1. *Clothes*
2. *Food*
3. *Electricity*
4. *Furniture*
5. *School*
6. *Cars*
7. *Roads*

Tell the learners that in this next group of lessons they will learn more about the occupations involved in the production of goods and the providing of services within the community.

Explain *occupation* as the work a person does. Point out that if it were not for people, the learners would not be able to have or get all the goods and services which are available now.

Inform the learners that they will also be able to associate occupations with the goods and services provided. Also they will begin to realize the interdependence between occupations within a community. Tell the learners that in today's lesson they will talk about occupations in their community and that after the discussion they will make a mobile. By the end of the lesson they should be able to match occupations with the services or goods provided by the community.

TASKS

Ask the learners to name some of the goods and services provided by the community.

Possible responses:

1. *Schools*
2. *Police department*
3. *Fire department*

As the learners name the good or service provided by the community, pin a tagboard strip on the bulletin board with the good or service named in view of the learners. Then ask the learners to identify occupations which are related to each service. (Example: swimming pool - lifeguard, pool cleaner, cashier.) Pin the tagboard strip naming the worker next to the good or service he/she provides in the community.

If the learner is familiar with the occupational tasks and not the title, allow him to name the tasks, and you can supply him with the correct title.

Possible responses:

Occupation	*Goods or Services*
1. *Teacher*	1. *School*
2. *Nurse*	2. *Hospital*
3. *Cook*	3. *Restaurant*
4. *Fireman*	4. *Fire Department*
5. *Police Chief*	5. *Police Department*
6. *Sanitation Engineer (garbage collector)*	6. *Sanitation Department*

As the learners name or describe each occupation, pin up the piece of prewritten tagboard strip close to the service which the occupation is connected with.

Now direct the learners to put their heads down on their desks and close their eyes while you rearrange the tagboard strips that are pinned up on the bulletin board. After rearranging the tagboard strips, tell the learners to look at the bulletin board and tell you if all the occupations are next the the services which they represent.

Desired response: No, they are all mixed up.

Ask the learners to help you rearrange the strips so they are grouped correctly.

Possible responses:

1. *The teacher, cook, principal, janitor, and secretary should be grouped with the school.*
2. *The fireman and truck driver should be grouped under fire department.*

Continue to elicit responses from the learners until all tagboard strips are grouped correctly. This activity may be repeated if you feel the learners are unsure of the associations between the occupations and the services.

Now direct the learners' attention to the magazines that they have been assembling. Ask the learners to look through them for pictures of the services or facilities which they have been discussing. Define the word *facility* as a place in which a good or a service is performed. Tell them to cut out pictures of services or facilities they recognize. Then tell them to try to find a picture of an occupation which is connected with the picture of the service or facility which they have cut out.

To find a service or facility picture and an occupational picture associated with it, you may want to allow the learners to work with each other in small groups or as a large group.

After the learner's have located the two pictures and have cut them out, provide them with a piece of construction paper and some paste and instruct them to glue a picture on the center of each side of the paper. When the pasting has been accomplished, instruct the learners to punch a hole at the top of the paper and thread the string (or yarn) through and tie it. The learners may draw pictures if they cannot find any in the magazines.

Direct the learners to tie their piece of string or yarn onto the coat hanger (five learners' pictures to each bent coat hanger). When five pictures have been tied to a hanger, hang the mobile for display.

Sample completed mobile:

SUMMARY

Direct the learners' attention to the mobiles. Go to one particular piece of construction paper and point out the "occupational" side. Ask the learners if they can guess which service or facility will be on the other side.

Example: Policeman

Possible response: Police department

Example: Teacher

Possible response: School

Example: Nurse

Possible response: Hospital

Example: Gardener

Possible response: Park (or school)

Tell the learners that today they have become better acquainted with the occupations connected with the various community facilities and services. Explain that in the following lesson they will explore the ways in which these occupations and other occupations within the community depend upon each other to satisfy their needs and wants.

Assessment Procedures

DESCRIPTION

A pictorial matching item is used to assess achievement of the objective.

DIRECTIONS

The instructor reads: Look at the first column of pictures; they show workers. The second column of pictures shows the place these workers do their jobs. Draw a line from the worker to the good provided by the community, and related to the worker's job.

KEY

a-3, b-1, c-2

Name _____

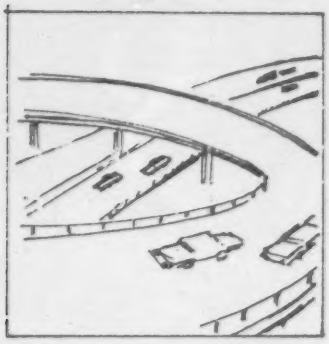
Date _____

Lesson 5

ASSESSMENT ITEM

a

1



b

2

c

3

INTERDEPENDENCY OF OCCUPATIONS

LESSON SIX

CONCEPT

The learner will identify occupations which depend upon each other to satisfy their needs and wants.

PERFORMANCE OBJECTIVES

Given an occupation which aids in the maintenance of the community, the learner will name another occupation which depends upon the former in order to satisfy its needs and wants.

Given occupations within a community, the learner will state ways in which they depend upon each other to satisfy their needs and wants.

LESSON TIME

60 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Map Outline	Butcher paper
Assessment item: *Instructor Interview Form*	Felt pen
	Thumbtack or straight pins
	Scissors
	Yarn
	Overhead projector

INSTRUCTOR PREPARATION TASKS

Prepare the *Map Outline* as follows:

1. Cover bulletin board with butcher paper.
2. Enlarge and duplicate the *Map Outline* using an overhead projector.
3. Identify sites for six businesses (services) and draw a box large enough to contain the name which the learners will supply.

Obtain each of the following:

1. Yarn in six assorted colors approximately four lengths of the bulletin board. Each color will be assigned to an occupation.
2. Thumbtacks or straight pins and scissors for making the bulletin board.

Duplicate a copy of the *Instructor Interview Form* for the instructor's use.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Remind the learners about the mobiles which they made in the previous lesson. Remind them that on one side a picture of a person in a particular occupation is shown.

Ask them to relate what the picture on the opposite side represents.

Desired response:

The facility or service in which the person on the other side of the card works

Tell the learners that in the lesson they became familiar with those occupations which are needed within the community. Explain that in today's lesson they will be talking about how these various occupations depend upon each other for their needs and wants. Inform the learners that the needs and wants discussed today will be like the needs and wants discussed in the previous lesson, those which can be satisfied by goods or services, (which omits needs and wants like safety, belonging, and self-actualization).

TASKS

Direct the learners' attention to the map on the bulletin board. Explain that it is a map of a community. It has community services and facilities just like their community has. Encourage the learners to come up with a name for the community.

Ask the learners to give you a name of a service or facility that might be found in this community.

Possible response: Police department

Then ask the learners to name occupations connected with the police department.

Possible responses:

1. *Policeman*
2. *Traffic officer*
3. *Meter maid*
4. *Investigator*

Ask the learners what occupation(s) could a policeman or policewoman rely on or need. In what way would he/she rely upon this occupation(s)?

Possible responses:

1. *A mechanic to repair his/her car*
2. *A presser to iron his/her uniform*

After eliciting from the learners the names of two occupations in which one is dependent upon the other to meet one of its needs, write the names of these two occupations in two of the blanks on the map.

Next, assign one color of the yarn to the policeman and pin that yarn to the blank in which policeman has been written. Run the yarn to the blank in which mechanic is written and pin the other end to that blank.

Now ask the learners to name another occupation upon which the policeman might depend and give reasons or ways policemen might depend on the occupation.

Possible response:

A doctor is needed to administer medical attention in the event of an injury received on the job so the policeman can return to work.

Label another one of the blanks doctor (or whatever occupation is given) and run another piece of yarn from the policeman to the doctor. All pieces of yarn which show occupations which the policeman depends on should be the same color.

Now ask the learners to name another occupation and give two occupations which it depends on.

Possible response:

A teacher depends on construction crews and authors.

After dependency between several occupations has been established, ask questions as suggested below.

How and/or why does a policeman depend on a farmer?

Desired response:

The policeman depends on the farmer to grow food because he doesn't have time to grow his own food.

After eliciting this response, run the policeman's yarn or string to the farmer.

How and/or why could a farmer depend on a policeman?

Possible response:

The policeman helps protect the farmer against robbers, reckless drivers, and people who might steal his crops or animals.

After eliciting this response, run the farmer's yarn or string to the policeman. Point out the fact that these two people, in their respective occupations, depend on each other in order to satisfy some of their needs and wants.

Continue to explore the interdependencies of the other occupations on the bulletin board by asking questions similar to the above and stringing yarn between the interdependencies identified. Emphasize especially the ways in which these occupations are interdependent for their needs and wants. Also remind the learners that the occupations listed on the board are only a few of the many occupations found within a community and that there are many more interdependencies between occupations which are not shown on the bulletin board.

SUMMARY

Direct the learners' attention to the bulletin board.

Ask them how many pairs of occupations have two colors of yarn or string between them.

Possible response: Six

Ask the learners to summarize what they have learned from today's lesson.

Desired responses:

1. *People depend upon each other to perform their various occupational roles.*
2. *A person in one occupation depends upon people in other occupations to satisfy his personal needs and wants.*

Tell the learners that in the next lesson they will begin to realize how much people in the various occupations depend upon one another. Explain that they will do this by imagining what would happen to a community if a given occupation were absent.

ASSESSMENT PROCEDURES

DESCRIPTION

An *Instructor Interview Form* is provided to assess achievement of the objectives.

DIRECTIONS

Record the learners' responses to the following questions on the *Instructor Interview Form:*

1. Name an occupation which depends on the _____ to satisfy his needs and wants. (The instructor may select any occupation which aids in the maintenance of the community. Suggestions are; policeman, fireman, mayor, street construction crews.)

2. State the ways the _____ and _____ depend on each other to satisfy their needs and wants. (The instructor may select any occupations within the community. Suggestions are: grocer - truck driver; doctor - pharmacist; contractor - painter.)

KEY

Instructor's satisfaction

Date_____

Lesson 6

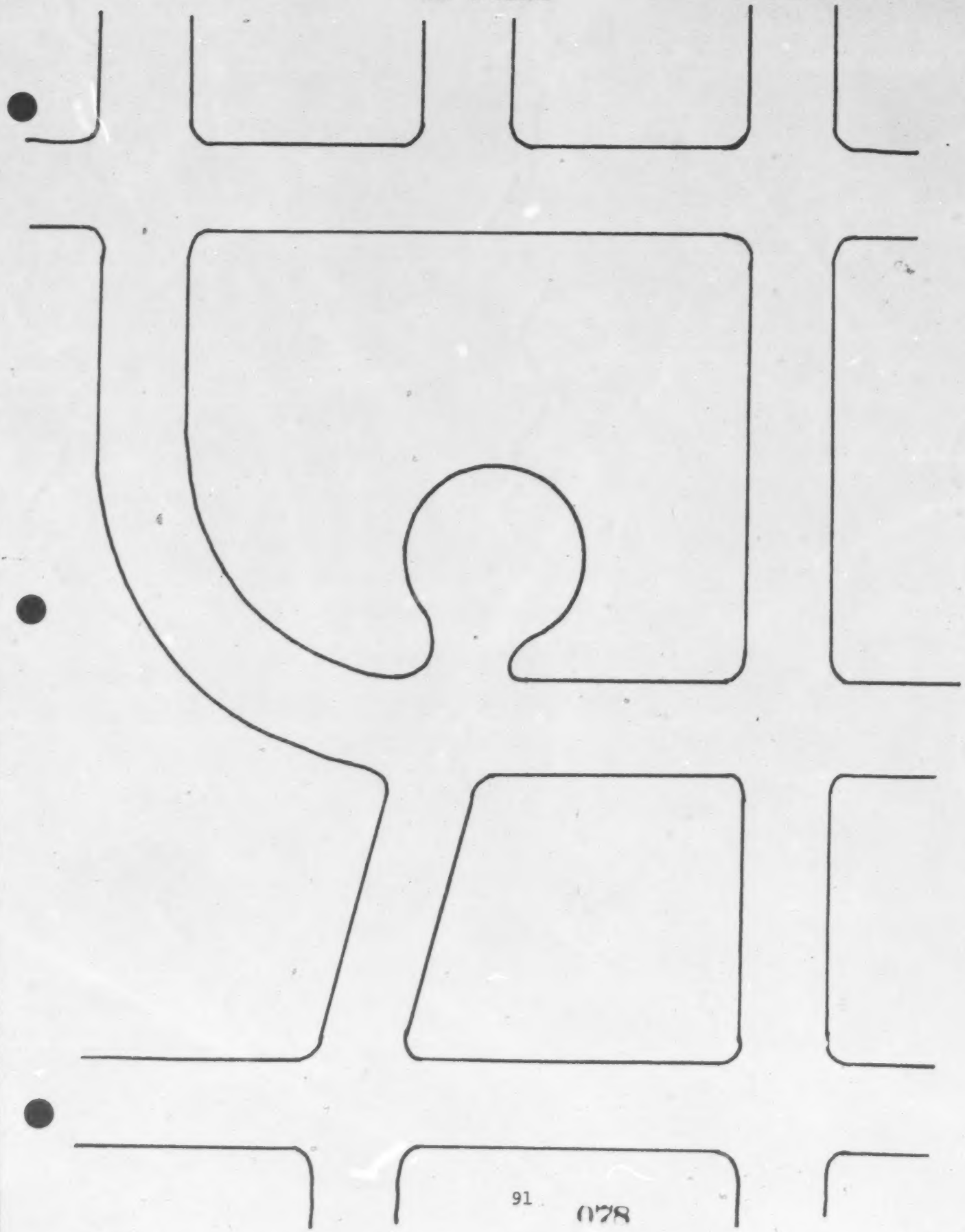
ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Name	Occupation Which Depends On	Dependency Between Two Occupations	P.O. Met Yes	P.O. Met No
Example	Policeman Store owner - to protect store	(Grocer-Trucker) Grocer needs trucker to deliver goods; trucker needs grocer to have goods available for transporting	✓	

077

MAP OUTLINE



RESULTS OF THE ABSENCE OF AN OCCUPATION TO A COMMUNITY

LESSON SEVEN

CONCEPT

The learner will state the results of the absence of an occupation to individuals within the community.

PERFORMANCE OBJECTIVE

Given a description of a community and a list of occupations within that community, the learner will state the consequences of the absence of one of these occupations to an individual within the community.

LESSON TIME

70 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Story: *The Story of Pinetree*	Plain Tagboard Strips (4" x 14")
Worksheet: *Pinetree Occupations*	Outlined tagboard Strips (4" x 14")
Assessment item	20 strips of paper (4" x 14")

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
	Tacks
	Bulletin boards erected in Lessons 6 and 7
	Bulletin board

INSTRUCTOR PREPARATION TASKS

Duplicate the following items for each learner:

1. *The Story of Pinetree*
2. *Pinetree Occupations*

Duplicate the *Instructor Interview Form* for instructor's use.

Refer to the bulletin boards erected in Lessons 5 and 6.

Obtain blank tagboard strips (both plain and outlined) for any additional occupations suggested by the learners.

Prepare the 20 strips of paper by writing the following occupations on them:

Housewife	Pilot	Father
Barber	Carpenter	Bus driver
Fireman	Patrol boy	Grocer
Mailman	Teacher	
Soldier	Butcher	

To complete your list of 20 occupations, use other occupations that you feel are pertinent to your area.

Write the topics for discussion as shown in the lesson on the chalkboard.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Direct the learners' attention to the bulletin board erected in Lesson 5. Reiterate that connections between

occupations (using tagboard strips from Lesson 5) show interdependencies between those occupations for goods and/or services which they provide.

Ask the learners if there are any occupations on the bulletin board which just provide or give goods and/or services.

Desired response: No

Ask if there are any occupations which just receive or get goods and services.

Desired response: No

Call the learners' attention to the netlike appearance of the yarn from the map bulletin board erected in Lesson 6. Explain that this shows that all occupations within a community depend upon each other either directly or indirectly.

Tell the learners that after today's lesson they will be able to understand this interdependency a little more because they will be talking about the consequences of the absence of some of these occupations to a community. Explain that first they will read a story and then break into small groups to discuss the story. Then they will discuss the consequences of the story as a class.

TASKS

Distribute the *Pinetree Occupations* worksheet to the learners. Read the occupations listed down the left side. Briefly describe occupations which the learners are not familiar with. Explain that these are the occupations they will read about in the story. Ask them not to mark on this worksheet yet, but to keep it until you request them to work on it.

Read *The Story of Pinetree*. After reading the story, divide the class into 12 groups of two or three learners each. Assign one occupation from the story to each group. Ask them to discuss the following topics in regard to their assigned occupation. Write these topics on the chalkboard.

1. *What goods or services do their occupations provide for the community?*
2. *What would happen to people in the community if a person in their assigned occupation were called to fight the fire?*
3. *Who in the community would use or need their goods or services?*

After allowing sufficient time for the learners to discuss the above topics, ask each group to share their conclusions with the rest of the class.

After each group answers the three questions, ask the rest of the groups if they would personally be affected by the absence of the occupations just discussed. Allow each group that feels their occupation would be affected to respond.

Desired responses:

1. *Groups asigned the occupation of teacher: If my house caught on fire, I would have to put it out without help from the fireman. If the school caught on fire, it would have to be put out without his help also. If a child was drowning, the fireman couldn't come to give artificial respiration, and the child might die.*
2. *Group assigned the occupation of banker: My bank would probably be completely destroyed if it caught on fire. So would my house if it caught on fire. If a business which I had loaned money burned down, it would take a longer period of time for that business to pay back the loan.*

Continue this question and answer period until several groups have had a chance to give their reactions to the absence of each of the 12 occupations and how it would affect their assigned occupation.

SUMMARY

Remind the learners that in Lessons 5 through 7 they have learned the following:

1. Some of the occupations connected with some of the services and goods provided in the community
2. How these people in the various occupations depend on one another to satisfy their wants and needs
3. The consequences of the absence of an occupation in a community

Now ask the learners to look at the worksheet entitled *Pinetree Occupations*. Tell them that on this worksheet they will be able to mark those people in the various occupations that depend on each other in some way.

Ask the learners to look at square number one and tell you if they think that a farmer in Pinetree could depend on another farmer and why they depend on each other.

Desired response:

Yes. Because one farmer may grow vegetables while the other one might raise cattle for meat and milk.

Tell the learners to write an "X" in square number one. This "X" means that the one farmer depends on another farmer. Ask the learners to continue down the farmer's row and place an "X" in the square if the occupation on the left side depends in some way on the farmer. Continue this activity either as a class or break up into smaller groups to complete it.

Discuss the squares which have "X's" in them. All squares could justifiably have an "X" in them; therefore, as long as a learner can give a good reason for placing an "X" in a square, his answer should be accepted. This discussion will be used as the assessment item. Use the *Instructor Interview Form* provided and record each learner's response. Continue questioning until all learners have responded.

Inform the learners that in the next few lessons they will be talking about how people affect each other when they are in groups. Explain that these lessons will be a little different from the ones they have just had. Explain that they won't be talking about goods and services, but they will be talking about how people make each other feel and how people can change each other's feelings. For the next lesson, ask them to think about the groups of people they have been around or would like to be around.

Assessment Procedures

DESCRIPTION

The discussion of the worksheet *Pinetree Occupations* will be used as the assessment item.

DIRECTIONS

Record each learner's response on the *Instructor Interview Form* provided. Ask each learner to explain the consequences of the absence of one of the occupations to another occupation.

KEY

Instructor's satisfaction

Date_____

Lesson 7

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Name	Two Occupations Discussed	Consequences Described	P.O. Met Yes	P.O. Met No
Example	1. Auto Mechanic 2. Policeman	Policeman's patrol car may not work if the mechanic did not repair it.	✓	

THE STORY OF PINETREE

Pinetree is a very small town. The people who live there know each other very well. Most of the people depend on each other a great deal, since the nearest big city is 140 miles away. There is only one doctor and one druggist. When the people in Pinetree get sick or injured they cannot wait for the long trip to the city, they must see the doctor or druggist in Pinetree. Most of Pinetree's income depends on the few big farms around the town. If the farmers have a good year and earn a lot of money, everyone in Pinetree makes more money. If the crops fail, everyone in town makes less money. The farmers depend on the banker who handles their money problems and loans them money until the crops are harvested. Without the banker, the farmers could not stay in business. Everyone needs the school teacher. She is the only teacher in town. Without her the children would grow up not knowing how to read or add, and there would be no one to take over the businesses after the older folks retired.

The mechanic in Pinetree is also very important. He keeps the farmer's tractors and the doctor's ambulance running as well as all the other cars. Most of the people of Pinetree are very nervous about having only one policeman. He helps and protects everybody, especially the bank when the farmer's crops are sold. There is a great deal of money to protect at that time. There are other people important to Pinetree as well. The telephone operator controls the only way Pinetree can send messages to any other community. There is no shoe store, so the shoe repairman must keep shoes in good shape in Pinetree's cold climate. All the businesses and the farmers and the doctor depend on the routeman's truck, which brings them their supplies once a week from the big city and delivers the farmer's crops to the buyers there. The carpenter in Pinetree is a very busy man. The old barns, houses, and buildings always need repairs, and the doctor wants him to build Pinetree's first hospital.

Pinetree did not have that name by chance. It is located in forest country. One of the most important men around is the fire fighter, whose job it is to protect the forests, the dry farm lands, and all the old wooden buildings. One day the fire fighter called the mayor and told him that a fire had broken out. It was spreading rapidly and might take more than a month to put out. He needed every available person to help as soon as possible.

THE STORY OF PINETREE
(Continued)

Lesson 7

What will the mayor do? Who should he send? What could happen if any of these people were away from Pinetree for a month or more?

To help him decide, look at this list of people and describe what could happen in Pinetree with the services of each of the following people.

Doctor	Farmer	Shoe repairman
Druggist	Mechanic	Routeman (delivery truck driver)
Banker	Policeman	Carpenter
Teacher	Telephone operator	Fire fighter

PINETREE OCCUPATIONS

Name _____

Lesson 7

	Farmer	Doctor	Teacher	Auto Mechanic	Policeman	Fireman	Telephone Operator	Shoe Repairman	Routeman	Bank Teller	Carpenter	Druggist
Farmer												
Doctor												
Teacher												
Auto Mechanic												
Policeman												
Fireman												
Telephone Operator												
Shoe Repairman												
Routeman												
Bank Teller												
Carpenter												
Druggist												

GROUPS IN WHICH THE LEARNER WAS, IS, OR WOULD LIKE TO BE A MEMBER

LESSON EIGHT

CONCEPT

Learner identifies groups in which he was, is, or would like to be a member.

PERFORMANCE OBJECTIVE

Given a list of groups, the learner will identify at least two groups of which he was, is, or would like to be a member.

LESSON TIME

55 minutes

NEW VOCABULARY

Group - a collection of objects (or people) which have something in common

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR	
Assessment item: *Instructor Interview Form*	Blocks	Nail file
	Erasers	Nail polish
	Boxes	Hammer
	Crayons	Wood
	Shoes	Lipstick
	Belts	Sponge
	Ribbons	Mirror
	Table or display area	

Instructor Preparation Tasks

Obtain a collection of assorted objects as shown in the resources.

Acquire a table or display area and spread the objects on the table. Leave enough space between the objects so that each one is clearly visible.

Duplicate the *Instructor Interview Form* for the instructor's use.

Instructional Procedures

INTRODUCTION

Remind the learners that in previous lessons the most important idea discussed was how everyone depends on others to satisfy their needs and wants. Ask the learners to identify the ways that they discussed these needs and wants being satisfied. Ask:

What satisfies your needs and wants?

Desired response: Goods and services

Ask the learners if they have ever emptied the garbage or cleaned up the yard for their family.

Desired response: Yes

For those learners who responded with yes, ask them what they were providing for their family.

Desired response: A service

Then ask the learners if their family ever became unhappy or angry with them after they had performed such a service, and if so, why.

Possible responses:

1. *Yes, because I spilled some of the garbage.*
2. *Yes, because I didn't pick up all the toys that were in the yard, and my father ran over one of them with the lawn mower.*

Tell the learners that whenever people work with or help other people, more than just goods or services are provided. Explain that people can change the way the people around them feel.

Explain that in the next few lessons they will learn more about how people change the way that the people around them feel, especially within a group of people. Tell them that today's lesson will focus upon those groups in which each of them have been, are, or would like to be a member.

TASKS

Direct the learners' attention to the collection of assorted objects on the table. Tell the learners that there are ways that these objects can be put together. In other words, some of the objects have something in common or alike about them. Ask the learners if they could come up to the table, put two or more of the objects together, and tell why they put them together.

Desired responses:

1. *The eraser and the crayon could go together because they are both found at school.*
2. *The belt, ribbon, nail file, and mirror could go together because they are all things that a person uses.*

Tell the learners that those objects which belong together in some way form a group. Inform the learners that a *group* is a collection of objects (or people) which have something in common. Explain that they fit together with other people they have something in common with to form groups also.

After the learners understand the concept group, ask them to name groups of people they are aware of or know about. Write their responses on the chalkboard.

Desired responses:

1. *My family*
2. *This class*
3. *The students who work in the cafeteria*
4. *Boy Scouts*
5. *Girl Scouts*
6. *Campfire Girls*
7. *Room 13's baseball team*
8. *Spanish club*
9. *Y Indian Maidens*
10. *Y Indian Guides*
11. *My kiva*
12. *My clan*
13. *My tribe*

After the learners have named all the groups of people they know about, add to the list on the chalkboard, inserting those groups which they have ommitted. Some suggested responses are:

1. Choir
2. NAACP
3. VISTA
4. Little League baseball
5. LULAC
6. Candy Stripers
7. Rotary
8. Lions Club
9. Nurses auxiliary
10. Women's Club
11. Neighborhood club

From the list on the chalkboard, ask the learners to choose two groups and tell whether they either used to belong, do belong, or would like to belong. Have them relate their choices to you on paper or orally. The assessment form provided may be used at this time to record the written responses or verbal responses given.

SUMMARY

Tell the learners that in today's lesson they were able to better understand why groups exist. Refer them to the list of groups on the chalkboard. Ask them to explain why these groups exist (just as they explained how they formed groups from the assorted objects on the table).

Desired responses:

1. *My family is a group because we all live in the same house. We all have the same last name.*

2. *Y-Indian Maidens are a group because they go to the same meetings and all do the same activities.*

Tell the learners that in the next lesson they will learn more about how people affect (change the way a person feels or acts) each other while in a group.

Assessment Procedures

DESCRIPTION

An *Instructor Interview Form* is provided to record the learner's verbal or written responses during the lesson.

DIRECTIONS

During the lesson each learner will name two groups from the chalkboard and tell whether they used to belong, do belong, or would like to belong. This information may be recorded from the verbal response or written responses of each learner.

KEY

Instructor's satisfaction

Date_____

Lesson 8

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Learner's Name	Two Groups Chosen	Currently Belong	Used to Belong	Would Like to Belong	P.O. Met Yes	P.O. Met No
Example	1. Girl Scouts	✓			✓	
	2. Y.W.C.A.			✓		
	1.					
	2.					
	1.					
	2.					
	1.					
	2.					
	1.					
	2.					
	1.					
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	1.					
	2.					
	1.					
	2.					
	1.					
	2.					
	1.					
	2.					

WAYS THAT AN INDIVIDUAL'S BEHAVIOR AFFECTS OTHERS IN A GROUP

LESSON NINE

CONCEPT

An individual's behavior can affect the behavior or attitude of the other members within a group.

PERFORMANCE OBJECTIVE

Given a situation in which the attention of the group will be focused on the behavior of an individual, the learner will state one way the individual's behavior affected the behavior or attitude of other members of that group.

LESSON TIME

75 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item: *Instructor Interview Form*	Learner (actor/actress) Tape recorder (optional)

Instructor Preparation Tasks

Prior to this lesson coach the learner who will be the actor/actress in this lesson as follows:

1. Tell the learner that he/she must not tell anyone else about the "acting" job.
2. Instruct the learner to act sad, happy, rude, mean, and mischevious shortly after the lesson begins.
3. Inform the learners that you and some of the other students may reprimand him for his/her actions, but you will explain the situation completely to the rest of the class when the lesson is over.
4. Ask the actor/actress to make a point of bothering the learners who are responding to your questions.
5. Tell him not to stop "acting" until you explain the situation to the rest of the class.

Obtain a tape recorder.

Duplicate a copy of the *Instructor Interview Form* for the instructor's use.

Instructional Procedures

INTRODUCTION

Remind the learners that in the previous lesson they identified at least two groups in which they were, are, or would like to be a member. Tell the learners that in today's lesson they will be talking about how one person in a group can change the way the other people in a group feel or behave. The actor/actress should be causing some disturbance during this time.

TASKS

Begin a question and answer period on situations which show how an individual's behavior affects others. Ignore the behavior of the actor/actress, but ask the learners to repeat themselves because you could not hear them. Turn the tape recorder on at this time.

Does the way you feel or act change when a brother or sister or parent is in a bad mood? If so, how?

Possible responses:

1. *Yes, I become mad.*
2. *Yes, I get afraid and feel sick inside.*

Can you think of a time when the way you acted changed the way other people around you felt or acted?

Possible response:

When I was young and my family and I were in a restaurant, I started crying and would not stop. My mother became very embarrassed, and my father became angry. We all left the restaurant before we had finished our dinner.

The following question is in regard to the student who is acting.

Is (learner's name) bothering you? He/she's bothering me. Please stop that, (learner's name). (The actor/actress has been prompted to continue to behave in a disturbing manner.)

Continue to ask questions of the group.

Has the behavior of another person ever angered, bothered, or embarrassed you? Describe it.

Possible responses:

1. *My friends and I were playing and my grandmother came in and hugged and kissed me. I was embarrassed.*
2. *A neighborhood boy made fun of my sister in front of our friends. I was angry.*

Ask the learner several times to stop his/her behavior.

Continue asking questions similar to the above and letting the learners respond. Periodically make some sort of reference or comment about the "acting" learner's behavior.

When you feel that a sufficient number of learners have had an opportunity to respond to the questions, or you feel that the situation is getting out of hand because of the "acting learner," explain to all the learners the experiment you have just put them through. Tell them that you and the actor/actress staged this experiment so they could more easily realize how one person (the actor/actress in this case) could affect other members of a group.

Ask the learners to think about the things which happened during the experiment, expecially those which are interrelated with the actor/actress. Then ask them to share some of their observations with the rest of the class that show how the "acting learner" affected other members of the class.

Possible responses:

1. *When the "acting learner" started laughing, misbehaving, or joking around, the rest of the class turned their heads to look.*
2. *The people sitting close to him/her got angry because they were not able to hear what the teacher was saying.*
3. *The teacher's behavior was changed because she had to interrupt the discussion to speak to the "acting learners."*

The instructor should use the *Instructor Interview Form* provided and record the responses of the learners. It may be necessary to confer privately with those individuals who did not respond in the group situation.

If all possible responses from the experimental situation are exhausted, allow the remaining learners to give personal examples of how an individual's behavior within a group affects other members of the group in their behavior or attitude.

SUMMARY

Tell the learners that in today's lesson they learned that one person in a group can affect the behavior or attitude of the other members of that group. Remind them that first they related some personal experiences

(refer to an earlier learner's response, such as the example given about the crying in the restaurant) and then they actually experienced a situation unknowingly and noticed how the individual's behavior affected others in the group. Tell them this is what they just shared with each other a moment ago.

If a tape recorder was available for your use during the experiment, play it back now to the learners.

Explain that in the next lesson they will learn how members of a group can affect an individual's behavior or attitude who is also a member of that group.

ASSESSMENT ITEM

DESCRIPTION

An *Instructor Interview Form* is provided to record the learners' responses to a question designed to assess the performance objective.

DIRECTIONS

After the activity designed to focus the group's attention on the bahavior of an individual, each learner should be asked to state one way the individual's behavior affected the behavior of the group.

KEY

Instructor's satisfaction

DATE _____

Lesson 9

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Learner's Name	Ways the Group was Affected	Response Acceptable Yes	No
Example	Other learners became angry	✓	

HOW GROUP BEHAVIOR AFFECTS AN INDIVIDUAL'S BEHAVIOR WITH THE GROUP

LESSON TEN

CONCEPT

A group's behavior can influence the behavior or attitude of an individual within the group.

PERFORMANCE OBJECTIVE

Given a situation in which the attention of the individual is focused on the behavior of the group, the learner will name a way in which a group's behavior may affect the behavior or attitude of an individual.

LESSON TIME

75 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item: *Instructor Interview Form*	Tape recorder (optional) Candy or cookies
Assessment item: *Situation*	

Instructor Preparation Tasks

Coach all of your class except five learners to act in a certain way.

The five learners who will not be coached should be fairly stable persons who would not become emotionally upset in an unusual situation. A good time to coach the remaining learners would be a day when the five learners are sent on an errand or would be out of the classroom for a period of time.

Be sure to remind the learners you are coaching not to act "strange" until the time of the experimental situation. The following is a suggested situation:

> Walk to each learner's desk and attempt to give him a piece of penny candy or a cookie. You have prompted all but five of the learners to refuse the candy. Some should give their reasons aloud for refusing the candy.
>
> *Suggested reasons:*
>
> 1. *I don't like that kind.*
> 2. *I'm not hungry*
> 3. *It's bad for my teeth.*
> 4. *It's fattening.*

Urge the learners not to give clues or lead the five learners to believe that anything unusual is going to happen.

Obtain a tape recorder (if possible).

Acquire a piece of candy or a cookie for each learner.

Duplicate a copy of the *Instructor Interview Form* and the assessment item *Situation* for the instructor's use.

Instructional Procedures

INTRODUCTION

In this lesson, as in the previous lesson, the class will go through a previously arranged experimental situation. All but five of the learners will participate knowingly in the situation.

TASKS

After coaching the learners who will participate knowingly in the situation, set up a time and place and inform the learners that you will be recording the situation on tape (if this is possible).

When the time is appropriate, go through the situation with the class. Offer the candy to all the "prompted" learners, leaving the unprompted learners for last. If a tape recorder is available, turn it on now. Make no comments and request the class to make no comments regarding the situation until it has ended and you begin discussing it.

Make no comments regarding the unprompted learners' decision about the candy.

After the situation has ended, explain to the five learners the circumstances of the situation which they just went through.

Ask the five learners to share their feelings with the class about how they felt when the situation first began.

Possible response:

I was surprised that everyone refused the candy.

Then ask the learners to tell how they felt about accepting the candy.

Possible response:

I thought I'd better not take it either.

Ask the five unprompted learners to explain why they decided to accept or reject the candy.

Ask those in the class to guess what happened to the five learners (why they made the decisions they did).

Possible response:

They saw all of us refuse the candy, and they didn't want to be different.

Explain to the learners that what happened is an example of how the behavior or attitude of the group affects the behavior or attitude of individuals within the group.

Tell the learners that many times the behavior or attitude of a person within a group is affected by the behavior or attitude of the group. Ask them if they can think of any time when a group they were with affected the way they acted or felt.

Possible responses:

When I went to the Girl Scout meeting last week my feelings were changed. Our troop had some extra money, and I thought we should spend it for camp this summer. The rest of the girls thought we should give the money to a needy family to buy food. After talking about it for several minutes my feelings changed, and I too felt that the money should go to the needy family.

On our vacation last summer I wanted to go to one restaurant for lunch. All the rest of my family wanted to go to another one. They changed my mind, and we went to the one they suggested.

If possible, relate a personal experience to the learners which tells how your behavior or attitude was changed by the groups you were with. A possible example might be going to the fair with a group of your friends. You are afraid to ride the roller coaster but your friends are all going to ride, and they are able to talk you into riding it also.

SUMMARY

Remind the learners that in the last few lessons they have learned how people within a group affect each other,

how an individual can influence the remainder of the group, and how the group can influence an individual within it.

Explain to the learners that people are not very often by themselves. People are usually in some sort of a group most of the time, the family, the community, the classroom, clubs, etc. Tell the learners that since most of their time is spent with different groups, they are constantly being influenced (their behavior or attitude is being changed) by the group or they may be changing the behavior or attitude of the group.

Tell the learners that in the next few lessons they will learn about social organizations and how the community relies upon these organizations. They will learn how these groups of people satisfy some of the needs and wants of the community. Also tell the learners that they will get a chance to form their own social organization and satisfy a need or want around the school. Tell the learners that when they are participating in the activities of their social organization, they should remember what they have learned in these last couple of lessons about how people within groups affect the behavior and attitude of others.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will use the *Instructor Interview Form* provided to record the oral or written responses of each learner.

DIRECTIONS

Read the situation to the entire class. Explain to the learners that after the story has been read, you are going to ask them a question about it and you will need an answer from each one of them - either written or orally, one at a time. Record their response on the *Instructor Interview Form* provided in the lesson.

KEY

Instructor's satisfaction

ASSESSMENT ITEM

Lesson 10

SITUATION

Today the cafeteria is serving dried prunes. A few weeks ago hardly anyone in Mrs. Ryan's class would eat dried prunes, but then something happened which changed the way they felt. Mrs. Ryan brought some fresh prunes to class. Together the class read how prunes are dried and then they dried the prunes themselves. After reading about drying them and then eating them, they found that they liked them.

Three new students have entered Mrs. Ryan's class since the class dried and ate the prunes. When they noticed on the menu that dried prunes were being served, they made several comments, like:

"I hate prunes"
"They make me sick"
"Just smelling them makes me feel sick"

The students in Mrs. Ryan's class are getting ready to go to lunch now. How do you think the way the new students feel or act will be changed by the rest of the class?

Date_____

Lesson 10

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

NAME	RESPONSE GIVEN	P.O. Met Yes	No
Example	The new kids may eat the prunes because the rest of the kids did	✓	

SOCIAL ORGANIZATIONS AND THE COMMUNITY

LESSON ELEVEN

CONCEPT

Community social organizations provide services to satisfy needs and wants.

PERFORMANCE OBJECTIVES

Given a description of a specific social organization, the learner will name two community services rendered by this organization.

Given a description of a specific social organization and the services it renders, the learner will state a way in which the community relies upon these services.

LESSON TIME

55 minutes

NEW VOCABULARY

Social organization - a group of people working or playing together

Community service organization - a group of people working together to provide for the needs and wants of others

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information Sheet: *Guest Speaker* *Guest Speaker Strategy* (Appendix) Assessment item: *Instructor Interview Form*	Guest speaker

Instructor Preparation Tasks

Read the *Guest Speaker Strategy*.

Obtain a guest speaker from a community organization. Prepare a copy of the *Guest Speaker Information Sheet* for him/her that covers the areas that should be mentioned.

Duplicate the *Instructor Interview Form* for instructor's use.

Instructional Procedures

INTRODUCTION

Review with the learners the previous lessons. Emphasize that they have learned about the dependency between individuals, the family, and the community. They have discussed goods and services that provide for needs and wants. They have identified groups in which they are members and how the behavior of individuals affects the group and vice-versa.

Explain that now they will discuss groups within the community and identify services that these groups perform.

TASKS

Tell the learners that today they are going to learn about clubs or organizations in the community that provide

services to the people of the community. The clubs they will discuss today are social organizations. Explain that a *social organization* is a group of people working or playing together. Write the word social organization and its definition on the board.

Ask the learners: *What is the opposite of performing a service for economic gain?*

Desired response:

Performing a service because you want to or because it needs to be performed

Tell the learners that this is also part of the definition of social organization. Explain that a *community service organization* is a group of people working together to provide for the needs and wants of others.

Ask the learners to name some of the social or community service organizations they are aware of.

Possible responses:

1. *YMCA*
2. *YWCA*
3. *Salvation Army*
4. *4-H*

Explain that social organizations have as their primary purpose the entertainment of their members. Service organizations have as their primary purpose the providing of services for others. Often, it is difficult to separate the two. For the purpose of this discussion, the term social organizations will be used to refer to social and service organizations.

Tell the learners that a guest speaker from a community organization will be talking to them about the organization and how it helps the community. Instruct the learners to listen for the following points. (List these on the chalkboard.)

1. Name and description of the organization
2. Services rendered by the organization
3. How membership in the organization is accomplished
4. How the organization gets money (if it does) to operate
5. How the community depends on the organization

Set standards for the class during the guest's talk.

1. Raise your hand to ask a question.
2. Do not tell him a story; only ask a question.

The learners may be confused by some things which are services but for which the organization may get paid. For example, if a paper drive is mentioned, explain that the money received from this unwanted paper is used by the group to help the community. It may be donated to the United Crusade drive; it may be used to send some children to summer camp.

Allow fifteen minutes for the guest speaker to talk.

After the guest's speech, ask the learners to name other social or service organizations they are familiar with. Refer to the definition previously identified, if necessary, for review (people working or playing together in a group).

Possible responses:

1. *Church groups*
2. *Indian guides*
3. *Y.M.C.A.*
4. *Y.W.C.A.*
5. *Salvation Army*
6. *Hobby clubs*
7. *La Raza*
8. *LULACS*
9. *Mexican/American Advisory Committee*
10. *NAACP*
11. *4-H*

Discuss with the learners the purposes of each organization. Identify the services they provide for the community.

Explain to the learners that now they will discover the consequences or problems that may arise due to the absence of these social organizations in the community.

Ask the learners the following questions and point out, if the learners do not, what would happen in the community if the organization did not provide the service mentioned.

You collected all your newspapers, bundled them, and placed them on the sidewalk for the Scouts to pick up. What would happen if the Scouts did not pick them up?

Possible responses:

1. *I'd feel like I wasted my time.*
2. *The sidewalk would be littered.*

3. *I'd have to take my time and gas to deliver them.*
4. *I'd have to make space to store them until the Scouts did come.*

The Salvation Army is having a canned food drive to help a family. What would happen if they did not collect enough food?

Possible responses:

1. *The family would not have food.*
2. *Another organization would have to help the family.*
3. *The family might have to go the their neighbors for help.*
4. *The family might have to go to the government (welfare agency) for help.*

The Y.M.C.A. closed its swimming pool. What would happen in the community?

Possible responses:

1. *The kids would have no place to swim.*
2. *Parents might have to drive the children to a pool farther away.*
3. *The people who worked there would have to find other jobs.*
4. *The people who wanted to swim would have to find other things to do.*

Explain that if the community organizations do not provide services, the people have to do things for themselves. A social organization provides services for the convenience of the people living in the community.

SUMMARY

Explain that service organizations play an important part in the community. Sometimes they help specific individuals by giving them food or clothing; they sometimes help a group of people by providing entertainment, swimming pools, etc. Some service organizations do things that benefit the community. Some of these are picking up litter, raising money to plant trees in the park, collecting unwanted papers, etc.

Tell the learners that in the next lesson they will identify a good or service that is needed in a community and propose a plan to provide for that service.

ASSESSMENT PROCEDURES

DESCRIPTION

An *Instructor Interview Form* is provided to record the learners' responses to questions which will assess the achievement of the objective.

DIRECTIONS

The instructor will ask each learner to name two services rendered by a specific social organization. (Suggestions to write on the form are: Salvation Army, Y.M.C.A., Boys Scouts, United Crusade). Then each learner should state a way in which the community relies on these services.

KEY

Instructor's satisfaction

Name_____

Lesson 11

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Name	Community Organization	Services Rendered	How Community Relies on These Services	P.O. Met Yes	No
Example	Salvation Army	Provide clothing	To help people that cannot afford to buy their needs	✓	

GUEST SPEAKER INFORMATION SHEET

Please attempt to cover these points:

1. Name and description of the organization
2. Services rendered by the organization
3. How membership in the organization is accomplished
4. How the organization is financed
5. How the community relies on the organization

PLANNING TO MEET NEEDS

LESSON TWELVE

CONCEPT

Executing a plan to meet a want or need of the school community

PERFORMANCE OBJECTIVES

Given the school setting as a "model community," the learner will name a good or service needed within this community.

Given a good or service that is needed within his community, the learner will:

1. *Select classmates with whom he will work in a group.*
2. *Propose a plan devised by the group to provide the good or service needed.*
3. *Submit the plan for evaluation to the instructor and obtain approval.*
4. *Complete, as a group, the plan of action.*

LESSON TIME

435 minutes

NEW VOCABULARY

Evaluation - finding out how much something is worth

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Learner Question Sheet* Transparency master: *Sample Learner Question Sheet* *Self-Directed Activities Strategy* (Appendix) Assessment item: *Product Assessment Form*	

Instructor Preparation Tasks

Duplicate a copy of the *Learner Question Sheet* for each learner.

Prepare a transparency of the *Sample Learner Question Sheet*.

Read the *Self-Directed Activities Strategy*.

Duplicate the *Product Assessment Form* for the instructor's use.

Instructional Procedures

INTRODUCTION

Review the fact that everyone depends on community services to save time, to make the community a prettier place to live, and to provide some needs and wants for members of the community. Review with the learners how individuals are dependent upon one another to complete tasks.

TASKS

Ask the learners what would happen if their mothers became ill and had to remain in bed.

Possible response: Someone would have to do all the things she does.

Ask the learners to name the things that mothers do.

Possible responses:

1. *Washing*
2. *Ironing*
3. *Cooking*
4. *Cleaning*
5. *Working an outside job*

Point out that it might be possible for some of the children to do some of these things if they are old enough. Suppose Johnny, who usually played with his friends after school, had to come home and put the dirty clothes in the washing machine because mother was sick. Ask the learners what would happen then.

Possible response: He wouldn't get to play.

Ask if Johnny would like that.

Possible response: It would be fun for a few days, but pretty soon it would be a lot of work.

So mother's tasks, though they may not seem very hard, take up a lot of time, and are important to our lives. She helps the home run smoothly and efficiently.

Remind the learners that in this lesson they will be able to see how one person's behavior may affect the behavior of others.

Explain that often, because one person does something, other people may feel they can do it. A littered playground is a good example. Because other people have not bothered to throw their garbage in cans, it is likely that another person will not walk to a garbage can but will throw a wrapper on the ground because others have done the same thing.

Ask the learners what could be done to make the playground cleaner.

Possible responses:

1. *Pick up litter.*
2. *Put out more garbage cans.*
3. *Ask everyone to use the garbage cans.*

Now the learners should look at the school situation. Ask the learners what some of the services (jobs) that this school, including the building and the playground area, could use for improvement, beautification, etc.

Possible response: Filling all the holes in the playground so that the players don't trip when playing football

Ask if that service could be generalized to the whole community.

Possible response: Yes, all the park playgrounds should be improved too.

Ask the learners to list other services the school could use, and generalize these to the community. A record should be kept on the chalkboard of suggestions for school and ones that are transferable to the community. Pursue the subject by asking:

How would you fill these holes?

Possible response: Bring some dirt from the dirt pile and put in the holes.

How will you get it there?

Possible response: We would use shovels and a wheelbarrow.

Who will do this work?

Possible response: Everyone who is willing to help

When will it be done?

Possible response: On a day when we are not in school

This line of questioning should be followed with several other services if the learners have not had enough practice. Discussions could revolve around planting flowers in the school yard, preparing a bulletin board display, etc.

In order to facilitate planning, you may choose to take the learners on a tour of the school building. Emphasis should be on noticing where improvements could be made to make the school buildings and grounds cleaner, brighter, more pleasant, or more functional to use.

Upon returning to the classroom, ask the learners to name some of the things they noticed that could be improved. Write these on the chalkboard as they are suggested by the learners.

Have the learners choose which project they would like to plan. Assign at least three learners to a project. Explain that all the people who are going to help perform the service should help plan it.

Each committee should complete a *Learner Question Sheet*. The final section, evaluation, will be completed later. Explain to the learners that *evaluation* means to find out how much something is worth.

As soon as this has been accomplished by the learners, tell the class that some projects may need clearance from the principal or time to gather supplies. Since the projects may differ, scheduling will be necessary. Some may be feasible immediately or some may require specific weather conditions.

The actual performance may stretch over a one- or two-week period. Follow the progress of each activity. When the projects are finished, the evaluation section of the *Learner Question Sheet* should be completed.

The evaluations should include what was actually accomplished and how well. For example:

> The ground got raked and hoed but it rained before we could put the seeds in, so we had to come back the next day and plant the seeds. The rows are sort of crooked, but the seeds are covered.

Have each group come before the class to report on their project. Each group should read from the *Learner Question Sheet*, answering the questions. The performance of the learners may be assessed at this time using the *Product Assessment Form*.

As a group finishes explaining its project, you should ask the following questions:

Now, what is your organization to do?

Possible response: Be useful

If you were in Boy Scouts or Girl Scouts, would you quit after doing one project?

Possible response: No, we start planning another big project.

What kind of projects do you plan?

Possible response: We plan projects like helping plant trees where there was a forest fire.

Should you just go around and plant trees at random?

Possible response: No, we have to be organized and have an adult leader.

Discuss with each group why it was successful or unsuccessful. Ask the group what would happen if they were out in the "real world." Ask them what they would change if they were to perform another project.

Perhaps an evaluation of the act of actually planning and carrying out a service should also be attempted by the class as a whole.

SUMMARY

Now that the class has had the experience of performing a service to the community, the learners should be able to answer the following questions:

In performing your service, did you depend on anyone? If so, whom?

Possible responses:

1. *Janitor*
2. *Teacher*
3. *Group members*
4. *Parents*
5. *Principal*
6. *City services*

How did you depend on these people?

Possible responses:

1. *The janitor for his shovel*
2. *The teacher to ask the janitor for help and talk to the principal*
3. *The principal to give his approval*
4. *The group members to do the work*
5. *The parents to lend other equipment needed*
6. *The city for services which they provide such as water*

Conclude that each person's task is important so that the whole job may be completed. Ask what might have happened if one of the group had been grouchy the day the service project was performed.

Possible response: He/she would be hard to work with and may start a fight with someone.

Ask the learners how much of the project would have been done.

Possible response: Not much. And only some of the group would have been working.

Bring out the fact that one person had a great effect on the group and on what they did, how much they did, and how well it was performed.

You might point out that this project might have gone the other way. Since everyone else was happy, they could have made the grouchy person happy and thus accomplished the whole service.

Tell the learners that now it is easier to see that everyone depends on everyone else to make life pleasant. Without everyone's cooperation, most of the projects the class planned would not have been completed. They have already become part of the community services, both in helping it grow and in receiving services from it.

Remind the learners that they have learned about the following things in the previous lessons:

1. How third graders, families, and communities depend upon each other.
2. How people in various occupations within a community depend on each other for their goods and services.
3. How people within groups affect each other.
4. How organizations or groups serve the community.

Tell them that the project they have just finished is the last lesson in this group of lessons on Career Education and that through it they were able to experience a little of what it would be like to be a worker or a volunteer in a community service organization.

Assessment Procedures

DESCRIPTION

A *Project Assessment Form* is provided to record the information from the *Learner Question Sheet* used in the lesson as well as the evaluation given by the group.

DIRECTIONS

Record the information from the *Learner Question Sheet* and the evaluation given by the group on the form provided.

KEY

Each individual will meet the objective if:

1. They were a member of a group.
2. The group identified a school need.
3. Each individual had a task to do.
4. Each task was completed.
5. The group evaluation was accurate in the instructor's judgment.

DATE_____

ASSESSMENT ITEM

Lesson 12

PRODUCT ASSESSMENT FORM

Group Members	School Need Identified	Indiv. Tasks	Task Completed	Group Evaluation Accurate	P.O. Met
Example 1	Flowers in front of principal's office	Shovel	✓	✓	✓
Example 2		Rake	✓		✓
Example 3		Hoe	✓		✓
Example 4		Seed	✓		✓

Name_____

Date_____

LEARNER QUESTION SHEET Lesson 12

1. Name of project:_____

2. Service it will perform:_____

_____

3. People needed:_____

4. Equipment needed/person in charge:

_____ - _____

_____ - _____

_____ - _____

_____ - _____

_____ - _____

5. Project chairman:_____

6. Time needed:_____

7. Time and date of performance:_____

8. Evaluation:_____

_____

_____

_____

_____

_____

Name_____

Date_____ ____

SAMPLE LEARNER QUESTION SHEET

Lesson 12

1. Name of project: Flower Power
2. Service it will perform: Plant flowers in front of the principal's office
3. People needed: Five
4. Equipment needed/person in charge:

   Shovel - Joe

   Rake - Frank

   Hoe - Mary

   Seeds - Betty

   Water - Morris
5. Project chairman: Joe
6. Time needed: One hour
7. Time and date of performance: April 7 -- 1:15 p.m.
8. Evaluation: _____

APPENDIX

Instructional Strategy Guides

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[1] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[2] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[3] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[1] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.
[2] Ibid.
[3] W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

A. Use of Discussion Techniques[4]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

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[4]J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
    a. Respect of another opinion means accepting that opinion as a valid belief of another person.
    b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.
13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[5]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[6] The

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[5]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[6]Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[7]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[7]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[8]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[8]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

GUEST SPEAKER STRATEGY

Community residents are valuable instructional resources and are usually happy to help the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.[9]

A. Contact the Resource Person

1. If possible, select a person known to be able to make a good presentation.
2. Contact should be made far enough in advance of the presentation to enable the instructor to plan relevant classroom activities. Early contact also gives the guest time to prepare his presentation.
3. Explain the developmental and psychological level of the learners to the resource person. He can use this as well as other information (age, grade level, size of class, etc.) as guidelines for preparation of his presentation.
4. Give the speaker a brief summary of the learner's knowledge about the presentation subject.

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[9]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction--Materials and Methods, (New York: McGraw-Hill Book Co., Inc., 1959), pp. 374-376.

5. Set a time limit for the presentation after discussing it with the speaker.
6. Give the resource person any software (worksheets, etc.) that will be used in conjunction with the presentation. Supply an outline and/or list of questions which describe specifically what the presentation should cover.
7. Describe the media available to the speaker.
8. A description of the classroom sequence prior to and after the presentation might be helpful to the speaker.
9. If appropriate, ask the guest speaker to wear his work clothes or uniform.

B. Instructor Preparation

1. Have enough background information on the speaker to develop a good introduction.
2. Make arrangements to meet the visitor when he arrives at the school.
3. Inform the principal of the speaker schedule and content of presentation. This information should be provided verbally as well as in written form.
4. Arrange for follow-up activities, including writing thank-you letters to the speaker.
5. Some learners should be chosen to take notes on the presentation. Others should be reminded of

listening skills.

6. Make sure all audio-visual material requested by the speaker(s) is available.
7. Provide arrangements for visitors and late arrivals.

C. The Presentation Period

1. After warm-up remarks from the instructor, a previously chosen learner should be asked to introduce the guest.
2. Maintain discipline and decorum.

The community contains a limitless number of opportunities for learning. Among the community resources available are people. Learners seem to respect the opinions of those members of the community who take time from their jobs to speak to them. Therefore, wise use of resource people can enhance almost any classroom instructional unit. A written evaluation of the experience should be prepared and made available for review before another presentation is scheduled.

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom[10] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart)

b. Use hypothetical situations and conditional questions such as What would happen if . . . ? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learner answers.

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[10]Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[11] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[12]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[11] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[12] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1957), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying lengths of time should be spent with individual actors, depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine whether they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluation the Actio

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio-visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role-playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a regarding experience if they prepare and participate.

SELF-DIRECTED ACTIVITIES STRATEGY

Self-directed activities are instructional activities containing specific information and materials that are controlled by the learner. Such activities help learners develop strategies which will be useful outside the classroom. Even thought the instructor does not furnish a detailed list of directions, he should monitor and guide every individual engaged in self-directed activities. These suggestions will help you develop an approach to guiding self-directed activities.

A. Instructor Preparation

1. Assess the ability of your class to follow directions. If the class can remember five or six directives, nothing needs to be done. On the other hand, if the class cannot remember these directives, it is advisable to teach remembering skills, note-taking skills, etc., to prepare them for the activity to follow.
2. Self-directed activities should be chosen by the learner; however, prepare a list of relevant topics within the unit being studied. The list should contain something for a-l learners - something that involves each individual in a way that is beneficial to him. The list should also

limit the possibilities for study and eliminate unsuitable topics, thus becoming a flexible tool.

3. Help learners attack a problem or activity by developing a "steps of procedure" list according to a time line.

Example

Step	Activity	Time
1.	Produce Dovetail Joint Jig	2 hrs.(2 periods)
2.	_____	_____
3.	_____	_____

Advise learners to define a task in small steps, with time estimates for each step. This process requires learners to think through the entire project or activity before beginning. The time line and order of steps should not be rigid.

B. Notes to the Instructor

1. Self-directed activities are generally quite thorough. The length of time spent on them should be determined by the age and maturity of the learners, the size of the group participating, and the interest level.
2. To ensure success, the initial planning stages should be closely monitored. After the activities have begun, learner progress should be periodically checked.

3. Begin with simple types of self-directed activities and work toward the complex.
4. Suggest sources of information for topics being studied. *Examples:* books, periodicals, films, records, tapes, etc.
5. Provide a terminating activity to the self-directed one. The following are suggestions:
   a. Prepare a report on the activity. If a learner's self-confidence needs strengthening, the report could be on a one-to-one basis. Reports could also be given to large or small groups within the class.
   b. Prepare a collage to describe the activities.
   c. Prepare models depicting items learned during the activity.
6. Evaluation of an individual activity can take many forms. The following are suggested for use when appropriate:
   a. An evaluation of the product or the activity
   b. An oral evaluation on a one-to-one basis
   c. A collective evaluation (by three or more instructors) on the product
   d. A subjective evaluation based on the industry of the learner

7. Learners should be told if they are to be evaluated and what form the evaluation will take.

Instructors should develop the skill of guiding self-directed activities. Learner enthusiasm can develop when working toward goals of interest. Self-directed activities often provide the motivation for that enthusiasm.

STORYTELLING STRATEGY

Storytelling is a refreshing way to achieve many objectives in the classroom. The instructor can employ storytelling (1) to expand children's reading interests to include various types of literature; (2) to reduce the gap between the child's ability to read and his capacity to understand; (3) to make reading effortless and encourage the desire to read; (4) to increase aural comprehension; (5) to introduce pantomime activities, role playing, or creative writing exercises.[13]

A. Telling a story is more direct than reading it, but when the charm of a story depends upon the exact words of the author, read the story.

B. When telling a story, watch for reactions from the learners. When puzzled or blank looks are observed, paraphrase or restate unfamiliar words or parts of the story.

C. Be relaxed and enthusiastic; the mood of the storyteller is the backbone of the story.

D. Use gestures to transmit the meaning of parts of the story. Exaggerated body movements and facial expressions can change an ordinary story into an

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[13]May Hill Arbuthnot, Time for Fairy Tales Old and New, (Glenview, Illinois: Scott, Foresman, and Co., 1961), p.___.

experience with words.

E. Choose prepared stories or create your own. If a prepared story is used, retain any especially descriptive words, but paraphrase the story.

F. Use normal speech patterns except when imitating the language of specific characters.

G. Make sure learners understand any colloquialisms and/or unfamiliar words before beginning the story.

H. If your objective is to interpret literature and to inspire students to read for themselves, a "story hour" at a regularly scheduled time might be a good organizational tool. Elementary school children will look forward to such an activity.

I. If your objective is to teach the beginning stages of reading, the story to be read should first be told by the instructor. An ideal story for this purpose is one which presents factual material in story form. Such a story offers more practice for the beginning reader to recognize words by appreciating them with remembered facts.

Storytelling is an art. Instructors using the storytelling strategy should have target objectives firmly in mind before beginning. Storytelling sessions will then be educationally rewarding and a source of pleasant memories.

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